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URBAN ADJUDICATION PANEL

WINNIPEG SCHOOL DIVISION #1

COMPENSATORY SUPPORT PROGAM

MAY 19, 1988

Manitoba
Education

WINNIPEG SCHOOL DIVISION NO. 1

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AGENDA

AGENDA

COMPENSATORY SUPPORT PROGRAM
URBAN ADJUDICATION PANEL

THURSDAY, MAY 19, 1988

ROOM A
ST. BONIFACE SCHOOL DIVISION
50 MONTEREY ROAD

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1. Introduction
2. Financial Overview
3. Project Reviews:
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5. Completed Projects, Updates and Other Information

FINANCIAL OVERVIEW

MAY 1988

COMPENSATORY SUPPORT PROGRAM
1988 FINANCIAL OVERVIEW

1988 GRANT DOLLARS COMMITTED:	$1,085,997.00
1988 BALANCE TO BE ALLOCATED:	$914,003.00

1988 PILOT DOLLARS EXPENDED:	$71,400.00
1988 PILOT DOLLARS COMMITTED:	$10,000.00
1988 PILOT DOLLARS TO BE ALLOCATED:	$118,600.00

REVISED APRIL 20, 1988

COMPENSATORY FUNDING - WINNIPEG #1

OVERVIEW 1987 TO 1989 FUNDING

			1987		1988		1989
		YEAR	JAN-JUNE	SEPT-DEC	JAN-JUNE	SEPT-DEC	JAN-JUNE
ARGYLE PRE-EMPLOYMENT	328	II	$31,767.00	$21,970.00	$32,954.00	$18,680.00	$28,020.00
PINKHAM	272	II	$15,000.00	$12,214.00	$18,322.00	-	-
AUTHORS-IN-RESIDENCE	322	-	$6,000.00	-	-	-	-
PEER COUNSELING	330	-	$28,020.00	$6,560.00	$9,840.00	-	-
CECIL RHODES	205	II	$15,360.00	$1,212.00	$1,818.00	-	-
ETHNIC WORKERS	370	II	$28,560.00	$44,881.00	-	$19,894.00	-
RIVER ELM PARENT RESOURCE	274	II&III	$16,200.00	$10,800.00	$17,857.00	-	-
EARLY SCHOOL YEARS	383	II	$4,739.00	$3,159.00	$7,056.00	-	-
P.A.P.I.D.	264	II	$45,000.00	$30,000.00	$53,400.00	$35,600.00	-
WESTON	239	II	$4,500.00	$4,600.00	$6,900.00	-	-
RESEARCH	248	III	$30,000.00	$20,000.00	$30,000.00	-	-
ABERDEEN CURRICULUM DEV.	184	III	$34,740.00	$17,880.00	$26,820.00	$17,880.00	$26,820.00
ABERDEEN MIGRANCY	182	III	$27,120.00	$17,600.00	$26,400.00	-	-
DUFFERIN COMPUTER LAB	201	III	$768.00	$2,300.00	$3,450.00	-	-
STRATHCONA AIDES	206	III	$12,960.00	$9,600.00	$14,400.00	-	-
GREENWAY LANGUAGE DEV.	241	III	$6,480.00	$5,000.00	$7,500.00	-	-
KING EDWARD LANGUAGE DEV.	200	III	$12,960.00	$9,600.00	$14,400.00	-	-
P. SPARLING LANGUAGE DEV.	14	III	$7,080.00	$5,448.00	$8,172.00	-	-
ST. JOHN'S ATTENDANCE	29	III	$5,880.00	$4,600.00	$6,900.00	-	-
ARGYLE CURRICULUM DEV.	186	-	$15,360.00	-	-	-	-
FORT ROUGE	34	-	$15,810.00	-	-	-	-
COMPUTER LAB	33	-	$25,620.00	-	-	-	-
ELEMENTARY COUNSELING	250	IV	$102,480.00	$100,080.00	$150,120.00	-	-
MIGRANCY	222	IV	$128,700.00	$83,800.00	$125,700.00	-	-
SPECIAL NEEDS	230	IV	$153,720.00	$250,200.00	-	-	-
WI WABIGOONI	194	IV	$26,820.00	$17,480.00	$26,220.00	-	-
INNER CITY PARENT INVOLVEMENT	329	NEW	$8,616.00	-	-	-	-
SCHOOL BASED PLANNING (ELEMENTARY)	430	NEW	-	-	$23,460.00	-	-
HUGH JOHN MACDONALD CHALLENGE PROGRAM	424	NEW	-	$19,440.00	-	$12,960.00	-
ESY - PARENT RESOURCE ASSISTANT	423	NEW	-	$7,724.00	$11,585.00	-	-
PEER COUNSELING ISAAC NEWTON/R.B.	391/392	NEW	-	$13,160.00	$19,740.00	-	-
			$810,260.00	$719,308.00	$643,014.00	$105,014.00	$54,840.00

$1,529,568.00

$1,362,322.00

$748,028.00

$159,854.00

REVISED APRIL 25, 1988

COMPENSATORY FUNDING - METRO DIVISIONS

OVERVIEW 1987 TO 1989 FUNDING

			1987		1988		1989
		YEAR	JAN-JUNE	SEPT-DEC	JAN-JUNE	SEPT-DEC	JAN-JUNE
JAMESWOOD	2-365	II	$12,000.00	$8,000.00	$12,[illegible]0.00	-	-
VICTOR WYATT	6-303	II	$15,600.00	$11,400.00	$17,100.00	-	-
EVALUATION: COMMUNITY SCHOOL LIAISON PROGRAM	-381	II	$4,000.00	$11,000.00	-	-	-
HAMPSTEAD	9-095	II	$19,200.00	$14,000.00	$21,000.00	-	-
EDMUND PARTRIDGE	10-308	II	$16,200.00	$27,000.00	-	-	-
ELWICK/O.V. JEWITT	10-307	II	$22,500.00	$15,000.00	$22,500.00	-	-
REGENT PARK	12-177	II	$21,000.00	$11,000.00	$16,500.00	-	-
SEXUAL ABUSE	10-065	II	$4,800.00	-	-	-	-
NEIL CAMPBELL	9-364	II	-	$8,000.00	$12,000.00	-	-
STEVENSON-BRITTANIA	2-013	III	$12,000.00	$8,000.00	$12,000.00	-	-
VICTOR MAGER	6-180	III	$16,200.00	$5,500.00	$8,250.00	-	-
ARCHWOOD	8-164	III	$13,800.00	$5,000.00	-	-	-
ARCHWOOD/KING GEORGE V	8-137	III	-	-	$26,973.00	$17,982.00	$16,928.00
KING GEORGE V	8-137	III	$14,400.00	$5,000.00	-	-	-
MARYMOUND	10-023	III	$8,280.00	$5,640.00	$8,460.00	$5,640.00	$8,460.00
BROOKLANDS	2-112	IV	$33,000.00	$22,000.00	$33,000.00	$22,000.00	$33,000.00
MARION	4-117	IV	$27,000.00	$18,000.00	$27,000.00	$18,000.00	$27,000.00
MARION/FRONTENAC	4-118	IV	$7,200.00	$4,800.00	$7,200.00	$4,800.00	$7,200.00
EVALUATION: GUIDANCE	-449	IV	-	-	$4,000.00	-	$20,000.00
PRINCESS MARGARET	9-396	NEW	-	$13,000.00	$19,500.00	$13,000.00	$19,500.00
BERTRUN E. GLAVIN	9-433	NEW	-	-	-	$9,064.00	$13,596.00
			$247,180.00	$192,340.00	$247,483.00	$90,486.00	$145,684.00

$439,520.00

$439,823.00

$337,969.00

$236,170.00

APRIL 20, 1988

COMPENSATORY SUPPORT PROJECTS - 1987

PILOTS

DIV./SCHOOL	TITLE	FILE #	TYPE (YEAR)	AMOUNT RECOMMENDED	FUNDS HELD	FUNDS RELEASED	DATE APPROVED	DATE RELEASED
ST. BONIFACE #4	MARION SCHOOL PRIDE	4-382	PILOT	$4,655		$4,655	16/01/87	10/02/87
WINNIPEG #1	I LOVE TO READ DAY	377	PILOT	$1,000		$1,000	17/11/86	10/02/87
WINNIPEG #1	SPECIAL NEEDS PROGRAM PROFESSIONAL DEVELOPMENT	335	PILOT	$6,000		$6,000	17/11/86	10/02/87
NORWOOD #8	FREE STAGE FOR YOUTH	379	PILOT	$3,000		$3,000	18/11/86	12/03/87
WINNIPEG #1	EARLY SCHOOL YEARS	383	PILOT	$7,898		$7,898	18/11/86	12/03/87
WINNIPEG #1	WESTON WRITING TO READ	239	PILOT	$4,500		$4,500	18/11/86	12/03/87
WINNIPEG #1	INNER CITY CONFERENCE	335	PILOT	$4,000		NOT RELEASED	17/11/86	-
WINNIPEG #1	INVISIBLE KIDS/SKIN	385	PILOT	$6,000		$6,000	30/03/87	29/04/87
WINNIPEG #1	RACISM CONFERENCE	402	PILOT	$1,235		-	02/05/87	REDIRECTED
WINNIPEG #1	INTER SCHOOL POW WOW	395	PILOT	$3,000		-	04/05/87	REDIRECTED
WINNIPEG #1	ISAAC NEWTON SCHOOL BAND	406	PILOT	$5,000		$5,000	08/05/87	25/05/87
RIVER EAST #9	TEACHER MENTOR	9-299	PILOT	$10,000		$10,000	17/11/86	25/05/87
WINNIPEG #1	COUNSELING FOR MULTICULTURAL REALITY	324	PILOT	$20,000		$20,000	18/11/86	25/05/87
ST. VITAL #6	HOME-SCHOOL EVALUATION	6-381	PILOT	$15,000		$15,000	18/11/86	27/05/87
WINNIPEG #1	STRATHCONA P/C CENTRE	405	PILOT	$10,000		$10,000	10/04/87	12/06/87
NORWOOD #8	KING GEORGE V DROP-IN	8-411	PILOT	$1,500		$1,500	08/07/87	12/08/87
WINNIPEG #1	SECONDMENT	417	PILOT	$19,506		$19,506	18/08/87	-
WINNIPEG #1	PEER COUNSLG. TRAINING/ STAFF DEVELOPMENT	414	PILOT	$4,950		-	13/08/87	REDIRECTED
WINNIPEG #1	CONFERENCE ON CAREER DEV. & VOCATIONAL ED.	415	PILOT	$750		-	13/08/87	REDIRECTED
WINNIPEG #1	HUMAN RIGHTS TRAINING	416	PILOT	$850		-	14/08/87	REDIRECTED
WINNIPEG #1	HUGH JOHN MACDONALD	330	PILOT	$1,800		$1,800	31/08/87	01/09/87
WINNIPEG #1	ARGYLE PEER MEDIATION TRAINING	421	PILOT	$1,100		-	24/09/87	REDIRECTED
WINNIPEG #1	MULVEY & JOHN M. KING ELEMENTARY COUNSELING	250	PILOT	$5,000		$5,000	24/09/87	-
WINNIPEG #1	ROSSBROOK HOUSE	426	PILOT	$2,200		$2,200	27/10/87	19/11/87
WINNIPEG #1	INNER CITY CONFERENCE -TORONTO	412	PILOT	$3,100		-	30/10/87	REDIRECTED
WINNIPEG #1	STRATHCONA P/C CENTRE	428	PILOT	$10,000		$10,000	16/11/87	24/11/87
WINNIPEG #1	ELGIN P/C CENTRE	428	PILOT	$10,000		$10,000	16/11/87	24/11/87
WINNIPEG #1	ELLICE P/C CENTRE	428	PILOT	$10,000		$10,000	16/11/87	24/11/87
WINNIPEG #1	MULTICULTURAL & NATIVE EDUCATION PROGRAM	427	PILOT	$4,000		$4,000	17/11/87	24/11/87
WINNIPEG #1	MULTICULTURAL PROGRAM MATERIALS	427	PILOT	$10,000		$10,000	17/11/87	24/11/87
WINNIPEG #1	NATIVE EDUCATION PROGRAM MATERIALS	427	PILOT	$10,000		$10,000	17/11/87	24/11/87
WINNIPEG #1	ELGIN P/C CENTRE OUTREACH WORKER SUPPORT	444	PILOT	$10,000		$10,000	01/03/88	28/03/88
WINNIPEG #1	ELLICE P/C CENTRE OUTREACH WORKER SUPPORT	444	PILOT	$10,000		$10,000	01/03/88	28/03/88
WINNIPEG #1	STRATHCONA P/C CENTRE OUTREACH WORKER SUPPORT	444	PILOT	$10,000		$10,000	01/03/88	28/03/88
WINNIPEG #1	ELGIN & ELLICE P/C CENTRES-ADMIN. SUPPORT	445	PILOT	$10,000		$10,000	01/03/88	28/03/88
WINNIPEG #1	STRATHCONA P/C CENTRE - ADMIN. SUPPORT	445	PILOT	$5,000		$5,000	01/03/88	28/03/88
				========		========		
				$241,044		$222,909		

APRIL 5, 1988

COMPENSATORY SUPPORT PROJECTS - 1988
PILOTS

DIV./SCHOOL	TITLE	FILE #	AMOUNT RECOMMENDED	FUNDS RELEASED	DATE APPROVED M/D/Y	DATE RELEASED M/D/Y	REDIRECTED FUNDS
WINNIPEG #1	R.B. RUSSELL COOPERATIVE ACADEMIC & VOCATIONAL	422	$3,500	$3,500	01/04/88	01/21/88	
WINNIPEG #1	INNER CITY P.D. - PHASE I PLANNING	438	$5,000	$5,000	01/05/88	01/21/88	
WINNIPEG #1	PINKHAM MULTICULTURAL EARLY CHILDHOOD CLASSROOM	439	$2,900	$2,900	01/07/88	01/21/88	
TRANSCONA-SPRINGFIELD #12	REGENT PARK PARENT/CHILD DROP-IN CENTRE	12-437	$3,500	$3,500	01/04/88	01/21/88	
TRANSCONA-SPRINGFIELD #12	PERSONAL SAFETY PROGRAM	12-431	$5,200	$5,200	01/01/88	01/21/88	
WINNIPEG #1	HUGH JOHN MACDONALD - POPULAR THEATRE	435	$9,000	$9,000	12/17/87	01/25/88	
WINNIPEG #1	HUGH JOHN MACDONALD - STAFF DEVELOPMENT (MULTICULTURAL)	436	$1,500	-	12/17/87	01/25/88	X
WINNIPEG #1	PRAIRIE THEATRE EXCHANGE	429	$1,800	$1,800	11/24/87	01/29/88	
WINNIPEG #1	SOCIAL STUDIES CURRICULUM ADAPTATION	394	$9,500	$5,000 $4,500	05/28/87 05/28/87	01/29/88 03/31/88	
WINNIPEG #1	CURRICULUM ADAPTATION/ L.A. FOR I/C SECONDARY	393	$10,000	$5,000 $5,000	05/28/87 05/28/87	01/29/88 03/31/88	
SEVEN OAKS #10	TEACHER TRAINING ON RACISM - IDEA CENTRE	434	$10,000	$6,000 $4,000	12/16/87 12/16/87	02/05/88 03/31/88	
WINNIPEG #1	MEET THE COMMUNITY	441	$3,550	-	02/08/88	-	X
WINNIPEG #1	ARGYLE PERFORMING ARTS PROGRAM	442	$8,000	-	02/22/88	-	X
RIVER EAST #9	STUDENTS AT RISK CONFERENCE	443	$4,000	$4,000	03/07/88	03/16/88	
WINNIPEG #1	ACTORS' SHOWCASE 'THE OATH' & 'NIGHT LIGHT'	446	$7,000	$7,000	03/24/88	03/31/88	
			==========	==========			
			$84,450	$71,400			

REVISED APRIL 25, 1988 · PAGE 1

COMPENSATORY SUPPORT PROGRAM 1984-89

		1984	1985		1986		1987		1988		1989
		SEPT-DEC	JAN-JUNE	SEPT-DEC	JAN-JUNE	SEPT-DEC	JAN-JUNE	SEPT-DEC	JAN-JUNE	SEPT-DEC	JAN-JUNE
RESOURCE	.	$27,360	$41,040	.	.	.	.	.	.	.	.
CRISIS	.	$38,021	$57,031	.	.	.	.	.	.	.	.
ABERDEEN CURRICULUM DEV.	184	.	.	$23,800	$35,700	$23,160	$34,740	$17,880	$26,820	$17,880	$26,820
ABERDEEN MIGRANCY	182	.	.	$17,600	$26,400	$18,080	$27,120	$17,600	$26,400	.	.
ABERDEEN NUTRITION	183	$3,546	$5,320	$4,400	$6,600	.	.	.	.	.	.
ARGYLE CURRICULUM DEV.	186	.	.	$9,800	$14,700	$10,240	$15,360	.	.	.	.
ARGYLE EVENING PROGRAM	273	.	.	$11,200	$16,800	.	.	.	.	.	.
ARGYLE PRE-EMPLOYMENT	328	.	.	.	.	$21,178	$31,767	$21,970	$32,954	$18,680	$28,020
CECIL RHODES	205	.	.	$9,800	$14,700	$10,240	$15,360	$1,212	$1,818	.	.
CHAMPLAIN	006	.	.	$1,600	$2,400	.	.	.	.	.	.
DAVID LIVINGSTONE	221	.	.	$200	$300	.	.	.	.	.	.
DUFFERIN COMPUTER LAB	201	.	.	$3,040	$4,560	$512	$768	$2,300	$3,450	.	.
DUFFERIN ESY	031	.	.	$3,200	$4,800	.	.	.	.	.	.
FORT ROUGE	034	.	.	.	$17,000	$10,540	$15,810	.	.	.	.
GORDON BELL TRANSITION	.	$5,882	$8,824	.	.	.	.	.	.	.	.
GORDON BELL	188	.	.	$17,200	$25,800	.	.	.	.	.	.
GREENWAY LANGUAGE DEV.	214	.	.	$4,360	$6,540	$4,320	$6,480	$5,000	$7,500	.	.
HUGH JOHN MACDONALD NUTRITION	190	.	.	$4,400	$6,600	.	.	.	.	.	.
HUGH JOHN MACDONALD PEER COUNSELLING	330	.	.	.	.	$18,680	$28,020	$6,560	$9,840	.	.
HUGH JOHN MACDONALD SATELLITE	189	.	.	$9,680	$14,620	.	.	.	.	.	.
HUGH JOHN MACDONALD WORK EXPERIENCE	.	$2,406	$3,609	.	.	.	.	.	.	.	.
ISAAC NEWTON ATTENDANCE	193	$3,318	$4,976	$3,680	$5,520	.	.	.	.	.	.
KING EDWARD/STRATHCONA CURRICULUM DEV.	80;81	.	.	$4,000	$6,000	.	.	.	.	.	.
KING EDWARD LANGUAGE DEV.	200	.	.	$11,000	$16,500	$8,640	$12,960	$9,600	$14,400	.	.
NATURAS	066	.	.	$3,000	$4,500	.	.	.	.	.	.
PINKHAM PARENT RESOURCE	272	.	.	.	.	$10,000	$15,000	$12,214	$18,322	.	.
PRINCIPAL SPARLING ESY	14	.	.	$5,400	$8,100	$4,720	$7,080	$5,448	$8,172	.	.
RIVER ELM PARENT RESOURCE	274	.	.	.	$13,556	$9,037	$16,200	$10,800 *	$17,857	.	.
ST. JOHN'S ATTENDANCE	029	.	.	$3,680	$5,520	$3,920	$5,880	$4,600	$6,900	.	.
ST. STEPHEN'S BROADWAY P.A.P.I.D.	264	.	.	.	$41,700	$27,800	$45,000	$30,000 *	$53,400	$35,600	.
SHAUGHNESSY MATH	199	.	.	$1,968	$2,952	.	.	.	.	.	.
STRATHCONA AIDES	206	.	.	$8,160	$12,240	$8,640	$12,960	$9,600	$14,400	.	.
WESTON WRITING TO READ	239	.	.	.	$24,540	$16,360	$4,500	$4,600	$6,900	.	.
TOTAL		$80,533	$120,800	$161,168	$338,648	$206,067	$295,000	$159,384	$249,133	$72,160	$54,840

*APPROVED NOVEMBER 1986

COMPENSATORY SUPPORT PROGRAM 1984-89

		1984	1985		1986		1987		1988		1989
		SEPT-DEC	JAN-JUNE	SEPT-DEC	JAN-JUNE	SEPT-DEC	JAN-JUNE	SEPT-DEC	JAN-JUNE	SEPT-DEC	JAN-JUNE
WM. WHYTE · BOOK MAKING	007	.	.	$1,300	$1,950	.	.	.	.	.	.
WI WABIGOONI	194	$15,040	$22,560	$19,880	$29,820	$17,880	$26,820	$17,480	$26,220	.	.
AUTHORS IN RESIDENCE	322	.	.	$3,840	$5,760	$4,000	$6,000	.	.	.	.
COMPUTER LAB	033	.	.	$40,600	$60,900	$17,080	$25,620	.	.	.	.
COUNSELING · ELEMENTARY	250	$27,360	$41,040	$33,000	$49,500	$68,320	$102,480	$100,080	$150,120	.	.
· JR. HIGH	"	$14,739	$22,109	.	.	.	.	.	.	.	.
· SR. HIGH	"	$16,690	$25,034	.	.	.	.	.	.	.	.
EARLY SCHOOL YEARS	383	.	.	.	.	.	$4,739	$3,159 *	$7,056	.	.
PARENT RESOURCE ASSISTANT	423	.	.	.	.	.	.	$7,724	$11,585	.	.
ETHNIC WORKERS	370	.	.	.	.	.	$28,560	$48,881 *	.	$19,894	.
INNER CITY PARENT INVOLVEMENT	329	.	.	.	.	$5,744	$8,616	.	.	.	.
INNER CITY RESEARCH	261	.	.	$3,000	$4,500	.	.	.	.	.	.
MIGRANCY · DIVISION WIDE	222	$27,360	$41,040	$81,940	$122,910	$85,800	$128,700	$83,800	$125,700	.	.
PEER COUNSELING (ISAAC NEWTON & R.B. RUSSELL)	391/2	.	.	.	.	.	.	$13,160	$19,740	.	.
RESEARCH	248	.	.	$20,153	$30,230	$20,000	$30,000	$20,000	$30,000	.	.
SPECIAL NEEDS	230	$217,963	$326,945	$129,600	$194,400	$102,480	$153,720	$250,200	.	.	.
VERTICAL INTEGRATED PROGRAM	003	.	.	$16,000	$24,000	.	.	.	.	.	.
HUGH JOHN MACDONALD CHALLENGE PROGRAM	424	.	.	.	.	.	.	$19,440	.	$12,960	.
SCHOOL BASED PLANNING	430	.	.	.	.	.	.	.	$23,460	.	.
TOTAL		$399,685	$599,528	$510,481	$862,618	$537,371	$810,260	$723,308	$643,014	$105,014	$54,840
SCHOOL YEAR TOTAL		$999,213		$1,373,099		$1,347,631		$1,366,322		$159,854	
CALENDAR YEAR TOTAL			$1,110,009		$1,399,989		$1,533,568		$748,028		

*APPROVED NOVEMBER 1986

COMPENSATORY SUPPORT PROGRAM 1984-89

		1984	1985		1986		1987		1988		1989
		SEPT-DEC	JAN-JUNE	SEPT-DEC	JAN-JUNE	SEPT-DEC	JAN-JUNE	SEPT-DEC	JAN-JUNE	SEPT-DEC	JAN-JUNE
M.E.											
EVALUATION: HOME-SCHOOL	-381	.	.	.	.	.	$4,000	$11,000 *	.	.	.
EVALUATION: GUIDANCE	-449	.	.	.	.	.	.	.	$4,000 *	.	$20,000
		$0	$0	$0	$0	$0	$4,000	$11,000	$4,000	$0	$20,000
#2											
BROOKLANDS	2-112	$27,600	$41,400	$22,280	$33,420	$22,000	$33,000	$22,000	$33,000	$22,000	$33,000
STEVENSON-BRITTANIA	2-013	.	.	$5,640	$13,160	$8,000	$12,000	$8,000	$12,000	.	.
JAMESWOOD	2-365	.	.	.	.	.	$12,000	$8,000 *	$12,000 *	.	.
		$27,600	$41,400	$27,920	$46,580	$30,000	$57,000	$38,000	$57,000	$22,000	$33,000
#4											
MARION	4-117	$18,460	$27,690	$18,460	$27,690	$18,000	$27,000	$18,000	$27,000	$18,000	$27,000
MARION/FRONTENAC	4-118	.	.	$4,597	$6,895	$4,800	$7,200	$4,800	$7,200	$4,800	$7,200
		$18,460	$27,690	$23,057	$34,585	$22,800	$34,200	$22,800	$34,200	$22,800	$34,200
#6											
LAVALLEE	6-178/ -399	$15,000	$22,500	$15,000	$22,500	.	.	.	.	.	.
VICTOR MAGER	6-180	.	.	$10,400	$15,600	$10,800	$16,200	$5,500	$8,250	.	.
VICTOR WYATT	6-303	.	.	.	.	$10,400	$15,600	$11,400	$17,100	.	.
		$15,000	$22,500	$25,400	$38,100	$21,200	$31,800	$16,900	$25,350		
#8											
KING GEORGE V	8-137	.	.	$4,100	$6,150	$9,600	$14,400	$5,000	.	.	.
ARCHWOOD	8-164	.	.	$4,100	$6,150	$9,200	$13,800	$5,000	.	.	.
ARCHWOOD/KING GEORGE V	8-137	.	.	.	.	.	.	.	$26,973	$17,982	$16,928
		$0	$0	$8,200	$12,300	$18,800	$28,200	$10,000	$26,973	$17,982	$16,928
#9											
MILES MACDONNELL	9-096	$16,000	$24,000	$16,000	$24,000	.	.	.	.	.	.
HAMPSTEAD	9-095	.	.	$4,000	$6,000	$12,800	$19,200	$14,000	$21,000	.	.
CHILD ABUSE	9-171	.	.	$2,512	$3,768	.	.	.	.	.	.
NEIL CAMPBELL	9-364	.	.	.	.	.	.	$8,000 *	$12,000 *	.	.
PRINCESS MARGARET	9-396	.	.	.	.	.	.	$13,000	$19,500	$13,000	$19,500
BERTRUN E. GLAVIN	9-433									$9,064	$13,596
		$16,000	$24,000	$22,512	$33,768	$12,800	$19,200	$35,000	$52,500	$22,064	$33,096

*APPROVED NOVEMBER 1986

COMPENSATORY SUPPORT PROGRAM 1984-89

		1984	1985		1986		1987		1988		1989
		SEPT-DEC	JAN-JUNE	SEPT-DEC	JAN-JUNE	SEPT-DEC	JAN-JUNE	SEPT-DEC	JAN-JUNE	SEPT-DEC	JAN-JUNE
#10											
COMMUNITY LIAISON	10-063	$14,000	$21,000	$14,000	$21,000	.	.	.	.	.	.
MARYMOUND	10-023	.	.	$5,333	$7,999	$5,520	$8,280	$5,640	$8,460	$5,640	$8,460
SEXUAL ABUSE	10-065	.	.	.	.	$3,200	$4,800	.	.	.	.
ELWICK/O.V. JEWITT	10-307	.	.	.	.	$15,000	$22,500	$15,000	$22,500	.	.
EDMUND PARTRIDGE	10-308	.	.	.	.	.	$16,200	$27,000 *	.	.	.
		$14,000	$21,000	$19,333	$28,999	$23,720	$51,780	$47,640	$30,960	$5,640	$8,460
#12											
HAROLD HATCHER	12-038	$15,200	$22,800	$15,200	$22,800	.	.	.	.	.	.
REGENT PARK	12-177	.	.	$4,000	$6,000	$14,200	$21,000	$11,000	$16,500	.	.
		$15,200	$22,800	$19,200	$28,800	$14,200	$21,000	$11,000	$16,500	.	.
		$106,260	$159,390	$145,622	$223,132	$143,520	$247,180	$192,340	$247,483	$90,486	$145,684
SCHOOL YEAR TOTAL		$ 265,650		$ 368,754		$ 390,700		$ 439,823		$ 236,170	
CALENDAR YEAR TOTAL			$ 305,012		$ 366,652		$ 439,520		$ 337,969		

*APPROVED NOVEMBER 1986

TOTAL GRANTS 1987	$1,953,088
BALANCE 1987	$46,912

YEAR 5

WINNIPEG SCHOOL DIVISION #1

5TH YEAR PROJECTS

PAGE #	SCHOOL	PROJECT	FILE #	REQUEST	PANEL REC.
2-11	John M. King, Mulvey, Victoria-Albert, William Whyte Strathcona	Migrancy Program	1-222	$217,800	-
2-19	Wi Wabigooni	Alternative Program	1-194	$50,300	-
2-30	Victoria-Albert, D. Livingstone, Norquay, Dufferin, William Whyte, Mulvey, J.M. King	Elementary Counselling	1-250	$260,400	-
2-40	William Whyte, Norquay, Mulvey, John M. King, D. Livingstone, King Edward	Special Needs	1-230	$260,400	-

YEAR 5

WINNIPEG SCHOOL DIVISION

MIGRANCY

PR-SD1-222

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: S. Matthews
SCHOOL DIVISION: Winnipeg #1
SCHOOL: John M. King, Mulvey, Victoria Albert, William Whyte, Strathcona

DESCRIPTION OF NEED

The above schools have all the identified inner city characteristics. In addition they experience high rate of transiency.

PROGRAM OBJECTIVE

To provide supports for students and parents who move from school to school and for teachers who receive these students.

PROJECT DESCRIPTION

The migrancy teachers: 1) assess students who transfer into each school and assign the most appropriate classroom placement based on this assessment 2) establish a communication link with the previous school, 3) orient new students and their parents to the school program and 4) provide follow-up after placement to ensure appropriate programming is provided.

RENEWALS
PROJECTS REQUESTING 5TH YEAR FUNDING

RESPONSE TO EVALUATION RECOMMENDATIONS

A response to recommendations of the 1986 evaluation was submitted November 1987.

A progress report was required for 1987-88 (see attached).

1988-89 Evaluation Plan attached.

ACTUAL COST 87/88

ME Contribution
Materials:
Personnel: $209,500.00

Division Contribution
Materials:
Personnel:

REQUESTED BUDGET 88/89

ME Contribution

Materials:
Personnel: $217,800.00

Division Contribution

Materials:
Personnel:

TOTAL PROJECT COSTS: $217,800.00

COMMENTS/CONTINGENCIES

The migrancy program continues to meet the four objectives outlined in varying degrees in each school site. The role of the migrancy teacher needs to be re-examined.

STAFF RECOMMENDATIONS

That Manitoba Education continue to fund the following for the 1988-89 school year to a maximum of $217,800.00:

1) Full time positions at J. M. King, Mulvey, William Whyte and Victoria-Albert 2) .5 position at Strathcona, 3) .5 position for Program Facilitator (plus 800 allowable).

That the Division Submit an updated activity report, and document program changes and or future directions.

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 28, 1987

REGION: Urban

SCHOOL DIVISION: Winnipeg School Division No. 1

SCHOOL: Division Wide

RENEWAL: 4th Year

NEW:

PILOT:

REQUEST: $209,500.00

PROJECT: Migrancy Program

FILE NO: PR-SD1-222

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That M.E. continue to fund the following for the 1987-88 school year to a maximum of $209,500.00:

1) full-time positions at John M. King, Mulvey, William Whyte, and Victoria Albert (this is to be one full-time staff person);
2) .5 position at Strathcona;
3) .5 position for department head and department head allowance ($1,000.00).

This funding contingent on the Division submitting a response to the recommendations of the 1986 evaluation by July 15, 1987.

RECOMMENDATION: $209,500.00

PROGRESS REPORT

MIGRANCY

THE WINNIPEG SCHOOL DIVISION NO. 1

COMPENSATORY PROJECT PROGRESS REPORT

YEAR 1987/88

MIGRANCY PROGRAM

Program Changes:

In September, 1987, six of the migrancy teachers were new to their positions. The Facilitator for the program was appointed effective January 7, 1988 which necessitated a seventh new migrancy teacher being hired in February, 1988. The objectives of the Migrancy Program are continuing to be met this year.

Since January the Program Facilitator has begun a series of regular meetings of all the Migrancy Teachers. At the first meeting the role of the Migrancy Teacher, the role of the Facilitator and the role of the Superintendent of Inner City Education were reviewed. Program objectives and the recommendations of the evaluation were reviewed and clarified. At the second meeting specific aspects of the program including assessment procedures were discussed. Further training in assessment will be provided to the migrancy teachers.

In March, the Program Facilitator spent a morning with each Migrancy Teacher at their school to get a more in-depth view of how the program is running. This provided a good opportunity to learn the strengths and the weaknesses of each program. The Facilitator has also met with the principals of the schools which have migrancy teachers. Further meetings of the migrancy teachers will focus upon programming for students, and use of information gathering techniques to obtain the most up-to-date data on transferring students.

THE WINNIPEG SCHOOL DIVISION NO. 1
Superintendent's Department

COMPENSATORY PROJECTS

Evaluation Plans - 1988-89

Name of Project: **MIGRANCY PROGRAM**

Objective of the Project: i) To assess students who transfer in to each school and assign the most appropriate classroom placement based on this assessment.

Purpose of Evaluation: *Continued at attached sheet.

Specific Topics to be Evaluated:

1. Determine how well the program is being implemented.
2. Provide data which can be utilized in determining whether or not the program should be continued or examine alternate ways of meeting the needs of students who are migrant.
3. What are the attitudes of teachers/principals in the program schools towards the program (both program and non-program staff).
4. Impact of Program Facilitator position, effectiveness, clarity of role.
5. Usefulness and effectiveness of any staff professional development undertaken during the year.

Personnel Assigned: Research Department

Percentage of Time Assigned:

Assistance from Others Required: Inner City Consultant, Migrancy Program Facilitator

Estimated Cost:

Reporting Deadline:

Interim Report: April 1989

Final Report: April 1990

Closing Date of Project:

Continued:

*Objectives of the Project

ii) To receive information from the sending school regarding the student as soon as possible.

iii) To orient new students and their parents to the school program.

iv) To follow-up new students after placement to ensure that appropriate programming is provided.

YEAR 5

WINNIPEG SCHOOL DIVISION

WI WABIGOONI

ALTERNATIVE PROGRAM

PR-SD1-194

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: S. Matthews
SCHOOL DIVISION: Winnipeg #1
SCHOOL: Wi Wabigooni

WI WABIGOONI ALTERNATIVE PROGRAM

DESCRIPTION OF NEED

Native elementary students from central core area schools with high inner city characteristics.

PROGRAM OBJECTIVE

To provide an affirmative off-site classroom to meet the educational needs of native students in grades 1 - 6 who have become alienated from the mainstream classroom.

PROJECT DESCRIPTION

This is small alternative satellite program for a maximum of 20 native students operating under the direction of Victoria Albert Principal. The program currently operates out of Logan House. One teacher and two aides working under the direction of this teacher provide innovative individualized educational programming to improve attendance and academic skills.

RENEWALS
PROJECTS REQUESTING 5TH YEAR FUNDING

RESPONSE TO EVALUATION RECOMMENDATIONS

A response to the recommendation of the 1986 and 1984 evaluation was submitted September 1987.

Also a further update on recommendations was submitted. See attached (April 15, 1988).

ACTUAL COST 87/88

ME Contribution $ 2,000.00
Materials:
Personnel: $41,700.00

Division Contribution
Materials:
Personnel: 2 Aide Salaries

REQUESTED BUDGET 88/89

ME Contribution

Materials: $2,000.00
Personnel: $43,400.00
OTHER: Rent $ 4,900.00 @ $700/month
TOTAL PROJECT COSTS: $50,300.00

Division Contribution

Materials:
Personnel:

COMMENTS/CONTINGENCIES

St. Ignatius provided facility rent until November 1988.

STAFF RECOMMENDATIONS

That Manitoba Education continue to fund this program to a maximum of $50,300 contingent on the Division assuming the two aides salaries. Funding includes one teacher ($43,000.) rent ($4,900.) and $2,000. for materials. That the Division submit an updated activity report, and document program changes and or future directions.

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 28, 1987

REGION: Urban

SCHOOL DIVISION: Winnipeg School Division No. 1

SCHOOL: Wi Wabigooni - Victoria Albert

RENEWAL: 4th Year

NEW:

PILOT:

REQUEST: $44,700.00

PROJECT: Wi Wabigooni Alternative Program

FILE NO: PR-SD1-194

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

Panel recommends funding of $43,700.00 for 1987-88 contingent upon St. Ignatius continuing to provide facility rent until November 1988 and Division assuming the two aide salaries. Funding includes one teacher ($41,700.00) and $2,000.00 for materials. This funding contingent upon the Division submitting an action plan for recommendations 5-8 July 15, 1987 and a report on their implementation by April 15, 1988.

RECOMMENDATION: $43,700.00

PROGRESS REPORT

WI WABIGOONI

WI WABIGOONI

PROGRESS REPORT YEAR IV

1. Objective of the Project

The objective of Wi Wabigooni is to provide an alternative off-site classroom to meet the educational needs of native students in Grades 1-6 who have become alienated from the mainstream classroom.

2. Program Changes

There have been no major changes in the program during the school year 1987-88. Through the Single Parents Job Access Program, a native artist has been hired January through June to teach art. This has been/is a most successful program.

3. Update on Recommendations

3.1 A regular meeting between the classroom teacher, the principal and the resource teacher has facilitated administration of the program.

3.2 Two meetings have been held with Judy Ralph, Nutrition Consultant, to establish the food component. A menu is being planned with the assistance of the food co-ordinator at Victoria-Albert as the next step in this process.

3.3 The school will try to acquire, within the budget, equipment such as computers and peripherals, (software may be used from Victoria-Albert), television, typewriter.

3.4 The teacher's job description has been developed. Please note that former copies were inadvertently incomplete. A correct copy is attached. The teacher aide job descriptions have been under review at the Division since September 1986 to determine the appropriate class.

3.5 The resource team at Victoria-Albert has widened its involvement in the program in this school.

a. The principal administers the program.

b. The resource teacher services the program in the following ways:

- assessments and interpretations of the same;
- programming assistance;
- material recommendations/acquisitions;
- introduction of new teaching techniques;

- implementation of curriculum; and
- co-ordinating and organizing intake and re-entry process.

c. The guidance counsellor spends one half day per cycle at the program meeting with a variety of students. He and a teacher's aide from the program have organized a group for boys after school one day per week. (A girls' group is run by the social worker from Child Guidance Clinic and the Public Health Nurse.)

d. The migrancy teacher visits the program on a regular basis providing training for staff and students on the computer that has been on loan to the program from Victoria-Albert.

e. Plans are in process now to have the Language Development teacher spend time in the program during the spring term to do book-making and process writing with the children.

3.6 Wi Wabigooni currently occupies rented space in Logan House. This is arranged via a lease between Logan Community Council and St. Ignatius Association in support of native peoples. That lease expires November 30, 1988. The present plans are as follows: The Winnipeg School Division No. 1 will negotiate with Logan Community Council for a lease that will run December 1, 1988 until June 30, 1989. Meanwhile, the suitability of Logan House and alternate sites will be assessed.

4. Summary of Activities

Wi Wabigooni has had a very active year. Because we had no graduates in the spring of 1987, we had very few openings in the fall. New students joined us from Wellington, John M. King, William Whyte, Dufferin and Victoria-Albert. School opened with 20 students and has maintained an average of 18 students throughout the year.

A parents group is in the initial stages of formation. Wi Wabigooni has always maintained a high level of contact with, a provided support to, parents. We hope that through sharing common experiences as a group, the parents will be able to capitalize on their common experience and knowledge to provide support to one another. The program will benefit through increased parental involvement.

In May we hope to have Awasikan Theatre spend a week developing a puppet play from script writing to stage, through the involvement of Inner City Initiatives.

Pow-wow dancing continues to be a major focus for the program. The children have danced at two pow-wows at Aberdeen and will be co-sponsoring a pow-wow with Eagle Circle program in May. Both parents and children are very excited and proud of these events.

The children join physical education classes at Victoria-Albert three times/cycle. In two groups they join age-appropriate classes. As well, the gym upstairs at Logan House has become available for use during this school year and is reserved for Wi Wabigooni use three hours per week. It is often also available on a spontaneous basis. In addition, the sodding and fencing of the play area outdoors was completed and a wonderful climbing apparatus installed.

The art teacher in the program since January has brightened up our facility and promoted a great deal of interest and production in the artistic field. This has uncovered some serious talent and has been an exciting addition to our curriculum both in art and native studies.

WI WABIGOONI

Job Description: Teacher

1. The teacher in the Wi Wabigooni Program shall assume all responsibilities usually ascribed to any teacher in The Winnipeg School Division No. 1, as attached.

2. In addition the teacher in the Wi Wabigooni Program has the following duties:

   2.1 Duties related to the off-site location of the program:

   a. To find an appropriate site in the vicinity of the liaison school to which Wi Wabigooni is attached.

   b. To negotiate the lease for the site; to maintain a relationship with the host site and other occupants.

   c. To work with the St. Ignatius Association in support of Native Peoples to raise the money for facility rent.

   d. To ensure the daily safety of the site and of the students travelling between the liaison school and the program.

   2.2 Duties related to the two teacher aides:

   a. To participate in the hiring of appropriate teacher aides by:

      i. seeking out appropriate candidates; and
      ii. recommending candidates to the principal.

   b. To supervise the daily fulfillment of responsibilities by the aides.

   c. To plan and supervise the academic work that aides carry out with the students.

   d. To train the aides in appropriate teaching and discipline strategies.

   e. To assume responsibility for and to share with the aides all supervision of students before, during and after the school day, including lunch program.

   2.3 Duties related to the programming for students:

   a. To plan individualized programs for students.

   b. To research, order and maintain a variety of educational resources in the program.

c. To link the students with a wide variety of Division and community educational resources.

b. To accentuate native culture via resources, community involvement, and special events.

c. To assume responsibility for the budget assigned to the program; to order and purchase materials and supplies to account for petty cash expenses.

2.4 Duties related to outside resources, agencies, etc.:

a. To co-ordinate and supervise personnel from the Child Guidance Clinic who are involved with students. To participate in determining the necessity, type and duration of involvement. To plan, attend and participate in unit meetings to review children's needs and progress.

b. To co-ordinate and supervise resource personnel from the Division and the Liaison school. To participate in determining necessity, type and duration of involvement.

c. To participate in intake and re-entry meetings with children's home, school and liaison school.

d. To maintain liaison with child welfare agencies where necessary. To intervene where appropriate to advocate on child's behalf.

e. To maintain liaison with the public health nurse and other health professionals to ensure that the health needs of the children are met.

f. To participate in educational issues, concerns and programming in the broader community.

2.5 Duties related to accountability to The Winnipeg School Division No. 1:

a. To maintain liaison with the assistant superintendent responsible for the program to communicate program needs and projections.

b. To maintain liaison with principal and staff of liaison school to ensure flow of information and resources.

c. To participate in all evaluations and proposal preparations.

2.6 Duties related to personal support of students and families:

a. To maintain a high level of contact with parents, foster parents and extended families to encourage their support of the child's educational progress. To plan events that include family members. To visit homes and know the child in his/her broader context.

b. To be accessible to children and parents outside the school context. To participate in neighbourhood organizations and events. To be available to assist in a crisis situation.

c. To advocate with social agencies for children and families.

YEAR 5

WINNIPEG SCHOOL DIVISION

ELEMENTARY COUNSELLING

PR-SD1-250

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: S. Matthews
SCHOOL DIVISION: Winnipeg #1
SCHOOL: Victoria Albert, David Livingstone .5 Norquay .5 Dufferin, William Whyte Mulvey, J. M. King

ELEMENTARY COUNSELLING

DESCRIPTION OF NEED

The above schools have been identified as schools with high inter city characteristics (as defined by compensatory program). In addition these schools have other significant factors such as high percentage of students known to Core Area Initiative and Child and Family Services as clients, as well as students with many emotional and social needs.

PROGRAM OBJECTIVE

To provide classroom teachers and students with Counselling supports that are preventative - in areas relating to social,emotional, behavioural and intellectual development.

PROJECT DESCRIPTION

The School Counsellors as an integral member of a school support team will be involved in consultation & co-ordination with staff, parents and agencies. In addition the counselor works with individuals, small groups and total classrooms to provide developmental programs using preventative approaches, rather than exclusively crisis intervention and remediation approaches.

RENEWALS
PROJECTS REQUESTING 5TH YEAR FUNDING

RESPONSE TO EVALUATION RECOMMENDATIONS

Progress report indicates that as a result of 1987 evaluation:
a) The job description has been reviewed. (copy not submitted)
b) The record form has been refined (copy attached).
John M. King and Mulvey are in their first year and are being evaluated (evaluation plan attached).
An interim report was due April 15, 1988. It has not been received to date.

ACTUAL COST 87/88

ME Contribution
Materials: $ 5,000.00
Personnel: $250,200.00

Division Contribution
Materials:
Personnel:

REQUESTED BUDGET 88/89

ME Contribution
Materials:
Personnel: $260,400.00

Division Contribution
Materials:
Personnel:

TOTAL PROJECT COSTS: $260,400.00

COMMENTS/CONTINGENCIES

One of the chief concerns raised by Panel in September 1987 was to specifically address student outcomes from the counselling programs. The evaluation at J. M. King and Mulvey will address this issue.

STAFF RECOMMENDATIONS

That Manitoba Education continue to fund this program to a maximum of $260,400.00 for the following: 5 full time positions at Victoria Albert, David Livingstone William Whyte, Mulvey and J. M. King; .5 position at Norquay & Dufferin. That the funds for J. M. King and Mulvey be contingent upon receipt of the interim report.

That the Division submit an updated activity report, and document program changes and or future directions.

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 27, 1987

REGION: Urban

SCHOOL DIVISION: Winnipeg School Division

SCHOOL: Division Wide

RENEWAL: 4th Year

NEW:

PILOT:

REQUEST: $256,450.00

PROJECT: Elementary Counselling

FILE NO: PR-SD1-250

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

Panel recommends funding of $250,200.00 to cover salaries for the following: four full-time positions at Victoria Albert, David Livingstone, William Whyte and Mulvey; .5 positions at Norquay and Dufferin. That funds for a full-time position at John M. King be released upon receipt of a student needs assessment and program outline by July 15, 1987. Further, John M. King be directed to consult with the Pupil Services Coordinator. Panel strongly suggests that in staffing new counselling positions priority be given to trained and/or experienced counsellors. M.E. staff directed to review the evaluation with Winnipeg No. 1 research staff and report to Panel at the September meeting.

RECOMMENDATION: $250,200.00

PROGRESS REPORT
-
ELEMENTARY COUNSELLING

THE WINNIPEG SCHOOL DIVISION NO. 1

COMPENSATORY PROJECT
PROGRESS REPORT

YEAR III

ELEMENTARY COUNSELLING

Name of Project

Elementary Counselling

Objective of Project

The original objectives of the Elementary Counselling Program were:

i) To teach children to accept responsibility for their own behaviour
ii) To develop in children an understanding and acceptance of oneself and others
iii) To identify children with special needs related to behaviour, interpersonal relations, and learning which affect their social and educational growth
iv) To teach children how to make decisions, solve problems, communicate and relate to others
v) To teacher children how to acquire and use information which is essential to their career awarenss and development, and
vi) to assist principals, teachers, parents and students in locating and using suitable school and community resources.

Elementary Counsellors are in seven schools; David Livingstone, John M. King, Mulvey, Victoria-Albert, William Whyte, Dufferin, and Norquay.

Program Changes/Activities

During the 1987/88 school year these areas have been addressed:

i) Review of job description to clarify the coordinating, counselling and consulting components.

The Pupil Services Coordinator has worked with the Elementary Counsellor to review the job description and role of Elementary Counsellors. A draft has been prepared for review by the Superintendent's Department and school principals.

ii) Record Keeping

The Pupil Services Coordinator and Elementary Counsellors have refined the record form to record time spent on various areas rather than percentage of time. A copy of the revised form is attached.

iii) An evaluation is being conducted on the elementary counselling program at John M. King and Mulvey Schools.

iv) The Elementary Counsellors have met monthly with the Pupil Services Coordinator (between 3:00-6:00 p.m.) to share information and review cases on which they are working.

v) The Elementary Counsellors continue to pursue a variety of Professional Development activities in conflict resolution, dealing with children and alcoholism, and child abuse.

vi) Goals and objectives of the elementary counsellors role continue to be reviewed with principals.

ELEMENTARY COUNSELLING RECORD FORM

1987 - 1988

MONTH: ______________________ SCHOOL: ______________________

NUMBER OF DAYS ________

1. **Classroom** No.

Presentations - average of 30 minutes per class

# of sessions ____

2. **Group Counselling**

# of groups ____

# of sessions in total ____

3. **Individual Student Counselling**

# of individuals ____

# of sessions in total ____

4. **Parental/Home Contact**

# of home visits ____

# of in-school contacts ____

# of telephone contacts ____

5. **Consultations**

a. with C.C.C. staff ____

b. with Child and Family Services/related agencies ____

c. with divisional personnel ____

d. with administration ____

e. with teachers ____

6. **Meetings** No.

a. support team ____

b. C.G.C. meeting ____

c. staff meeting ____

d. other

______________________ ____

______________________ ____

______________________ ____

7. **Inservices**

# of days ____

8. **Preparation/Administration**

Approximate number of hours ____

9. **COMMENTS**

(Please add any additional comments, i.e., special projects, highlights of the month, etc.)

____

____

____

____

____

____

YEAR 5

WINNIPEG SCHOOL DIVISION

SPECIAL NEEDS

WILLIAM WHYTE, NORQUAY, MULVEY,
JOHN M. KING, DAVID LIVINGSTONE, KING EDWARD

PR-SD1-230

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: S. Mattnews
SCHOOL DIVISION: Winnipeg #1
SCHOOL: William Whyte, Norquay Mulvey, John M. King, David Livingstone, King Edward

SPECIAL NEEDS

DESCRIPTION OF NEED

High Inner City characteristics. See Elementary Data.

PROGRAM OBJECTIVE

To provide support to students who are identified "at risk" because of their academic, social or emotional development and to assist them to successfully function in the main-stream of the school and to support the classroom teacher in meeting these special needs.

PROJECT DESCRIPTION

In most of the schools the special needs teacher is a member of a support team that also includes the resource teacher, migrancy, ELDNS, guidance counsellor and administrator. In most of the programs the special needs teacher works in the classroom as well as withdraws specific individuals and or small groups for limited periods of time.

In each school a specific program has been designed to address the needs of the identified children within the context of the general organization of the school.

RENEWALS
PROJECTS REQUESTING 5TH YEAR FUNDING

RESPONSE TO EVALUATION RECOMMENDATIONS

A response to the recommendations of the 1987 evaluation was submitted in November 1987.

In addition each school submitted a response to the recommendations.

See also attached the progress report which includes the PD activities of the special needs teachers.

ACTUAL COST 87/88

ME Contribution		**Division Contribution**	
Materials:		**Materials:**	
Personnel:	$250,200.00	**Personnel:**	

REQUESTED BUDGET 88/89

ME Contribution		**Division Contribution**	
Materials:		**Materials:**	
Personnel:	$260,400.00	**Personnel:**	

TOTAL PROJECT COSTS: $260,400.00

COMMENTS/CONTINGENCIES

One of the programs is 100% withdrawal (Segregated class). They are hoping to integrate these special needs students for 1988-1989.

STAFF RECOMMENDATIONS

That Manitoba Education continue to fund this program to a maximum of $260,400.00 for the 1988-1989 school year in the following Schools: Norquay, Mulvey, John M. King, King Edward, David Livingstone. That funding for William Whyte be contingent on the restructing of the program from 100% withdrawal segregated program towards an integrated limited withdrawal program. That the Division submit an updated activity report, and document program changes and or future directions.

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 28, 1987

REGION: Urban

SCHOOL DIVISION: Winnipeg School Division No. 1

SCHOOL: William Whyte, King Edward, Dufferin, Norquay, David Livingstone, John M. King, Mulvey, Wellington

RENEWAL: 4th Year

NEW:

PILOT:

REQUEST: $256,200.00

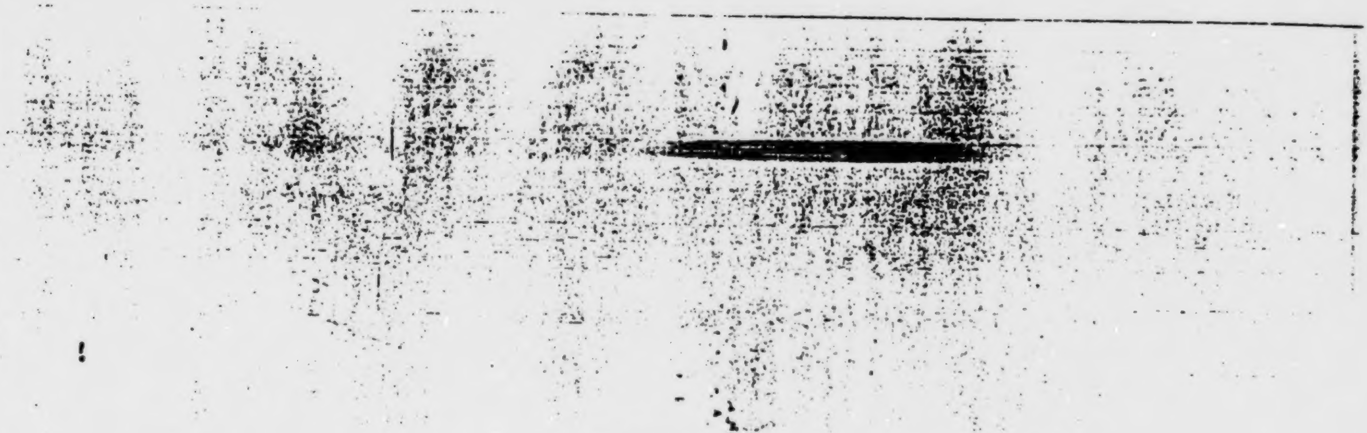
PROJECT: Special Needs Program

FILE NO: PR-SD1-230

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That M.E. continue to fund the following schools for the 1987-88 school year to a maximum of $250,200.00: William Whyte, Norquay, Mulvey, John M. King, King Edward and David Livingstone. This funding contingent on the Division submitting a response to the May 1986 recommendations by July 15, 1987.

RECOMMENDATION: $250,200.00



PROGRESS REPORT

SPECIAL NEEDS

- William Whyte School
- Norquay School
- Mulvey School.
- John M. King School
- King Edward School
- David Livingstone School

William Whyte Community School

200 Powers Street, Winnipeg, Manitoba, R2W 4P3
Phone 589-4313

March 24, 1988.

TO: Al Krahn

FROM: Nadine Calver

RE: Special Needs - response to recommendations

1. The program goals, criteria and process for entry and exit are available to all staff in written form. The information has been shared orally with staff at a primary pod meeting. Support staff, student teachers and volunteers in the room also receive the information.

2. This program is geared to intervene specifically in the area of social and emotional concern.

3. We hold weekly SAR (social adjustment room) meetings which are attended by the teacher, the counsellor and the principal. At these meetings we discuss each child, plan strategies and assign responsibility for plan implementation. The minutes of those meetings are available upon request.

4. This is a 100% withdrawal program (segregated class). Within that class children receive whole group, small group and individual instruction.

5. At this point in time we are seriously looking at restructuring our primary special needs program for the 1988-89 school year. It is our hope to integrate all of our special needs children and to provide service and support through a different delivery model. The details and processes of this change have not yet been worked out.

6. In process.

7. This is happening on a divisional level. The special needs teachers from this school are involved in this process.

8. Divisional level-inner city consultant.

9. This is the model which we are currently using although we only have one female teacher employed.

10. Done.

[illegible] S.B.O.—6-59

2–46

FORM 1-88

THE WINNIPEG SCHOOL DIVISION No. 1

NORQUAY SCHOOL

February 22 19 88

TO: A.D. Krahn
Assistant Superintendent (Elementary)

FROM: Al Nickel

RE: **PROGRESS REPORT - NORQUAY SPECIAL NEEDS PROGRAM**

Please note the current and attached information on our Special Needs Program.

Please call us if more information is required.

We believe that all recommendations included in the Knowles Report of March 1986 have been fully implemented.

pc: Donna Majnusz
Special Needs Teacher

Laurie MacDonald
Resource Teacher

Winnipeg School Division No. 1
RECEIVED
FEB 24 1988
SUPERINTENDENT'S DEPT.

/sw

NORQUAY SCHOOL SPECIAL NEEDS PROGRAM

Descriptive Information

A. PROGRAM

1. Rationale for the Program

Why is it operating in your school?

Response: Many special needs children have been identified in the school. The current session is housing 65 students, with the special needs teacher being one member of the support team addressing this number.

2. Target Group

For what population was the program designed?

Response: It is designed for the children who are functioning below grade level in the Math and Language Arts areas. (academically low)

3. Specific program objectives or goals

The program is designed for intensive and diagnostic programming to provide individual programs for the student, so they will be able to function in the classroom.

B. STUDENT POPULATION

1. Characteristics of current student population

. What are the relevant academic, social, cultural and/or physical characteristics of the students?

. What is the age level of the student?

Response:
- Low self esteem, low socio-economic transient neighborhood
- ESL characteristics, home and family crisis affecting the child's ability to learn and achieve
- age levels 6-12

2. Student needs

. **What specific student needs does the program address?**

Response:
- (low functioning, low self-esteem, low achieving child)
- Academic needs are addressed and through praise and success the child's esteem and confidence is returned which in turn shows an uplift in the child's achievement.

. . ./2

3. Number of students

. How many students are currently involved in the program?

. How many students will have been in the program over the course of the year? (projected)

Resonse:

- Sixty-five (65) children have been identified and programmed for a thorough support team effort.
- Approximately 100 students will be serviced throughout the year.

C. PROGRAM STAFF

1. Description of staff involved in the program

a. How many teachers, aides, volunteers (etc.) are involved?

b. What other personnel are involved in the program?

c. How are the involved?

d. Are they full or part-time?

e. What is your role in relation to all personnel involved in the program?

Response:

a. 3-1/4 teachers, 1-1/2 aides, 1 volunteer

b. Others: Classroom teachers, counsellor, C.G.C., librarian

c. Collaborative meetings once per week to discuss students involved in the program and strategies to be incorporated and programming.

d. see (a) above for time allowances

e. One member of the support team - major case load of the program.

D. PROGRAM OPERATION

1. Setting

. What is the physical setting of the program?

. Does program delivery occur as a total class, on a small group basis, one-to-one basis, or some other format?

Response:

- Shared double classroom for pull out part of the program.
- In class sessions for other programs.
- All program deliveries but mostly small group and one-to-one.

. . ./3

2. Program Components/Activities

. What are the components of the program?

. Describe the day-to-day programming that occurs.

Response:

- Components: Language Arts and Math
- Programming is done on an 8 week block with specific strategies laid out for the child. The day to day programming depends on the child's attendance and so since many are poor in attending, a unit type program is easier to handle when the consistancy is not there in the program attenders.

3. Student progress in the program

a. What criteria are used to place students in the program?

b. How are students diagnosed?

c. How is student progress monitored?

d. Is student participation in the program reassessed? How?

e. What criteria are used to determine a student's withdrawal from the program?

f. How is this monitored?

Response:

a. Teacher made referrals.

b. Individual assessment made when entering program.

c. Daily anecdotal recordings of progress.

d. Yes. End of sessions write-ups on material covered, strengths and weaknessses and progress. Also write-ups for each reporting sessions.

e. When the child achieves the goals set up at the beginning of the session with the teacher and service personnel.

f. Daily/weekly monitoring of the child in the classroom program, teacher conferences on the students progress.

4. Post-program activities

. What is expected to occur when students leave the program?

Response:

- The child is re-entered to the regular classroom program, with the teacher incorporating strategies the team has set out for the child to learn by. The child is monitored and if need be, the team members goes into the class to help the assimulation of the student into the program. Once the student is more sure of him/herself, monitoring daily, weekly occurs and finally he/she has mainstreamed.

MULVEY SCHOOL MARCH 1988

SPECIAL NEEDS PROGRESS REPORT

Introduction

The Special Needs program is in its fifth year of operation at Mulvey School. It is designed to help children who require additional support in order to function in the mainstream and to support the classroom teacher in meeting these special needs.

The children involved in the special needs program are approximately two years below grade level. The program addresses the academic, social, emotional and behavioural needs of the students with the specific objectives being:
-to improve academic skills,
-to improve the child's attitude towards self, school and others
-to improve social skills and
-to change specific behaviours which may inhibit succes in school.

At any given time approximately 25 children are supported in one-on-one or small group situations. On average, 80-100 children will have been in the program over the course of the year. As well, the special needs teacher offers direct service into five classrooms.

The special needs teacher is a member of a Support Team that also includes the resource teacher, migrancy, E.S.L., E.L.D., and guidance counsellor.

Response to Recommendations of 1986 Evaluation

Recommendation 1:

At the school level, program, goals, criteria and process should be clearly articulated and available to all staff in written form. This is done in September. Each staff member is given a written description of the special needs program and process. Also, a portion of a staff meeting is used to discuss and clarify.

Recommendation 2:

At the school level, programs should be geared to intervene in specific areas for development.

When a classroom teacher puts in a referral to the special needs teacher, he/she must indicate what he/she would like the child to be able to do. If the request is too broad an area, it is narrowed down through consultation with the classroom teacher when they meet to discuss the referral.

Recommendation 3:

Plans of action incorporating follow-up strategies should be developed and recorded for each student.

This is part of the existing referral system. The special needs teacher also continues to monitor the child's progress through consultation with the classroom teacher and through observation while working within the classroom. In reality, many of the children leave the school before the follow-up period.

Recommendation 4:

The most effective use of a special needs teacher's time would appear to be .5 time limited specific programs, .5 assessment, planning, follow-up students who are identified as having special needs, etc.

Mulvey Special Needs Program adheres to this approximate breakdown of time. The special needs teacher services specific classrooms. She works within the classrooms with the classroom teachers as well as withdraws specific individuals and/or small groups for periods of time. She helps adapt the classroom curriculum to suit the needs of the children. She also plans, monitors and evaluates low incidence programs and teacher-tutor programs.

Recommendation 5:

This is not applicable as the special needs program is not a segregated class.

Recommendations 6-10 (Division)

General Comments:

Recommendation 7:

The special needs teacher has participated in the special needs meetings set up by the Division. It is seen as very needed and worthwhile. The Division's attempt to provide this service is very much appreciated.

Recommendation 8:

Coordinating the special needs programs is a big job because of the number and types of programs that exist, because of the high profile of special needs in our Division, and because of the number of schools whose programs need to take a different approach, more along the lines of the Division philosophy. A proposal to Compensatory Funding, for a Special Needs Coordinator, should be submitted.

Recommendation 9:

This is a need that has become more prevalent and demanding. Because these children do have special needs, they are included under the existing special needs program. However, their problems are so serious and of such a nature that they are often in crisis. The special needs teacher is called to perform intervention and the other programming (working in a classroom and remediation of a small group), has to be cancelled. These children need more than what the special needs program was designed to deal with.

[illegible] 2-53
525 Agnes St. Winnipeg, Mb. R3G-1N7 telephone:775-4404
Principal: M.J. Patterson B.Ed., B.A., M.Ed.
Vice Principal: O.D. Harrison B.P.E., B.Ed.

March 4, 1988

Mr. Al Krahn
Asst. Superintendent (Elementary)

Dear Mr. Krahn:

Enclosed is a status report on the Special Needs Program as you requested on February 18, 1988.

Yours truly,

J. Patterson

M. J. PATTERSON, Principal

Encl.

/mcz

D
MAR [illegible]
SUPERINTENDENT'S DEPT

PROGRESS REPORT SPECIAL NEEDS PROGRAM

JOHN M. KING SCHOOL March 15, 1988

...as requested by A. Krahn by memo dated Feb. 18, 1988

Our special needs program continues to provide a very specialized and essential function for students who have been identified and referred by building and CSC staff. Some of the skills developed and reinforced with individual students are:

...visual tracking
...left-right eye movement
...visual discrimination
...fine motor muscle development
...listening skills
...sight vocabulary reinforcement
...enhancement of self concept
...improvement of socialization skills

Students gain entry to the program through :
...regualar classroom teacher referral .See Appendix A
...counselor referrals
...migrant teacher referrals
...School resource team referrals
...CSC referrals
...EIP follow up activities
...Community agency referrals

Time allotments for individual clients are achieved by having four slots per day with maximum of ten students in each slot. Clients can be seen in one or more slots each day depending on the degree of need and the level of priority as determined by the special needs teacher and the sending source. The in-school resource team meeting each month is a forum for such decisions as well.

Our progress toward full implementation of the Knowles Report are as follows:

1. Our program goals, criteria, and process are articulated annually and presented to all staff in both oral and written form. Mr. McDonald, the

special needs teacher, presented his job description and program explanation at the first staff meeting. This process is repeated informally throughout the year.

2. The program is geared to intervene for specific student need. These needs are identified on the referral which is prepared in written form and becomes the basis of a pre-entry conference involving the special needs teacher and the referral source.

3. Mr. McDonald plans the program (plan of action) and designs follow-up activities and strategies with the involved staff. He consults with the classroom teacher and they work together for the purpose of parent-teacher reporting. He keeps a file on each student that is referred to the program.

4. Mr. McDonald's time includes:
a) delivery of specific programs to small groups and individuals on a withdrawal basis. Some of these teaching groups are on a time-limited basis while others take a longer time to return to mainstream..
b) assessments and plans regarding the follow up on identified students.
c) assisting the classroom teachers and resource team to record and document each child's performance.

5. At JMK, the special needs classes are to provide support for the students in the school who are having difficulty. The program attempts to give these students remedial academic help in the areas specified by the referring personnel. The students do not receive regular curricular instruction in our special needs class.

6. Mr. McDonald adapts the program goals to provide direction to the student's educational plan. THis plan becomes available for the school resource team and the classroom teacher.

7. Mr. McDonald has been a member of the Division Special Needs Support Group. He has made a presentation to this group detailing the program format used in our school.

8. We assume that someone will be appointed to act as a special needs consultant and work on program implementation, operation, and support.

Will the child be withdrawn for a specific period of time? Would service be better provided on an individualized or group setting, or would teacher to teacher consultation and collaboration be sufficient?

The Special Needs Teacher may decide on consultation with the classroom teacher, to bring in other supports, either at the beginning of the process or later as more needs are exposed.

All of the above are recorded on a Special Needs Referral and Progress Report Form. This form includes reason for referral, initial program plan, an estimate of time in program and subsequent progress reports.

2. Child's inablilty to function in a regular classroom.

We have kept this criteria for this year as it was useful in servicing a number of students last year. As reported in the June, 1987 submission, this criteria seems somewhat vague and nebulous at first. However, classroom teachers continue to use this criteria when they are uncertain as to why a student is coping poorly in class and other factors are eliminated. That is, a student should be able to perform at/or near grade level and does not demonstrate obvious behavioural/emotional problems that interfere with classroom performances etc.

This criteria area demands a fair amount of assessment time on the part of the Special Needs Teacher. Again, processes for service are discussed with the classroom teacher. One of the service models used with students in this area is withdrawal to a small group to allow the student "breathing space", to help illustrate what is blocking regular class performance.

3. Need for more individualized attention to develope work habits and regular classroom coping skills.

This criteria continues to be used by classroom teachers for students who have very poor attention span, inability to concentrate, history of irregular attendance, many family moves and many school moves, as well as a disorganized and/or violent family environment. This student has not been able to acquire the regular classroom coping skills and often experiences frustration. The Special Needs Program can provide individualized attention to develope coping skills and other strategies with the objective being as rapid as possible reintegration into regular class.

4. Need for social/emotional development.

This area is dealt with often, with assessing and diagnosing help from the school Counsellor and members of the Child Guidance Clinic team. This criteria is used basically for those who are immature for their classroom setting, displaying this immaturity in behaviour, work habits, responsibility, self-confidence, peer relationships, etc.

....3

As reported in the June, 1987 follow-up report, the Special Needs Teacher works the "social skills" area with this child. Goal setting and action plans are again discussed with the classroom teacher and time limits are applied.

In Summary Recommendation No. 1 - continues as outlined in June, 1987 follow-up report:

Program goals, criteria and processes are articulated to teachers. Plans are formulated, progress is documented and time-limits are applied as much as possible. The goal at the outset remains to realistically and successfully integrate Special Needs students into regular classes as quickly as possible.

B. Recommendation No. 2

Programs should be geared to intervene in specific areas for development.

The following excerpt from the June, 1987 report remains a focus of the Special Needs Program to date.

> "The Special Needs Program Teacher ensures that specific areas of all criteria are identified and recorded at the start of the referral process. This is easiest done in academic areas where weaknesses can be well defined and strategies for improvement can be fairly clear. However, the other criteria areas having to do with behavioural/social/emotional skills are also specifically described in the referral process. These areas can take longer to accomplish and it is in this area that partial integration is used faster than total integration. Integration as a "tool", as well as an objective is important here because the child needs to try out new learned coping skills with peers for several trial periods before the problem in this area can be solved. Subject area interventions are broken down into specific skill areas and progress is recorded. There is regular communication between classroom and Special Needs Teacher which include collaboration on term report cards."

C. Recommendation No. 3

Plans of action incorporating follow-up strategies should be developed and recorded for each student.

This recommendation is fully incorporated into the Special Needs Program at King Edward School. The Special Needs Teacher and classroom teacher set out a process at the initiaiton of the referral which includes recorded plans for service monitoring and follow-up. The follow-up and monitoring are also reported weekly at Support Team meetings.

....4

Monitoring and Follow-up are done by means of classroom observations and working with students in classroom and consultation with classroom teachers.

6. Recommendation No. 4

The split of the Special Needs Teacher's time.

The Special Needs Teacher's time is divided as follows at this reporting:

.50 - deliver time-limited specific program to small groups, either on a withdrawal or in class basis -(although most, more on a withdrawal basis rather than in class, because other Support Team members work in classrooms and special needs doing the same would cause scheduling and "traffic" problems for the classroom teacher. The Special Needs Teacher still registers a small number of students who exhibit extreme social, emotional problems and cannot cope fully in a regular class).

.40 - assess plan, follow-up students who are identified as having special needs.
-work with individual students requiring assistance.
-work with designated regular class (eg. This year a lot of work takes place with grade 5 and 6 students).
-recording and documentation.

.10 - Support Team meetings, consultation and collaboration with classroom teachers, social agencies, family consultation.

E. Recommendation No. 5

Children are integrated in regular classrooms as quickly as possible. Children are not registered in a low enrollment class for the purpose of receiving academic instruction.

In summary, I believe the Special Needs Program at King Edward School continues to progress toward meeting the recommendations of the Knowles Report of March, 1986. The Program has been able to serve students quickly and efficiently. There is a good integration movement, collaboration with staff, documentation, reporting to parents, and evident progress in the academic, social and emotional skills of the students in the program. There are, at this writing, 29 students in various components of the program.

We feel that the recommendations form a good model of program service and we continue to work toward full implementation. We believe we are very close to that goal.

15/03/88
BB/gr

cc W. P. Solypa
Superintendent Elementary Schools

David Livingstone School Special Needs Program

Progress Report

March 15, 1988

The following comments describe the extent to which we have met the recommendations of the Knowles Report on Special Needs in the Winnipeg School Division. We have not commented on recommendations #6,7,8 and 10, because they relate to Division-wide initiatives.

Recommendation 1. At the School level , program goals, criteria and process should be clearly articulated and available to all staff in written form.

The goals of the Special Needs Program and the Resource program at David Livingstone School are: to meet the academic needs of the children and to assist classroom teachers with various aspects of dealing with special need children i.e diagnosis, and prescription of learning strategies.

Referrals are made for children who are having problems with certain aspects of learning or who are disinterested in participating in class activities. Children may also be referred to the program for other needs such as special interest groups or advanced study groups. All activities are documentated and reported to the classroom teacher.

As the results from the initial evalution show, David Livingstone school teachers believe they have a clear understanding of the criteria for placement. The document produced by the Knowles Foundation was made available for any teachers interested.

Recommendation 2. At the School level, programs should be geared to intervene in specific areas for development.

As a resource team, time has been spent establishing developmental objectives for each level of learner. Children are diagnosised to determine their particular levels of development. Both classroom teachers and special needs teacher use the Reading Development Continuum as a way of looking at how the children are using the reading process. This instrument helps teachers identify what emphasis should be used. For example, children who are having difficulty learning to read often either overdepend on graphics or do not use graphics in a integrated way. Groups of children are indentified to focus on their particular needs.

Recommendation 3. Plans of action incorporting follow-up strategies should be developed and recorded for each student.

Dialogue between classroom teachers and the special needs children communciate the action taken. Information regarding the child's growth and continuing needs are given in a written report and a interview with the classroom teacher.

Recommendation 4. The time allotment of the special needs teacher.

The Special Needs teacher at David Livingstone spends one-third of his time in classrooms teaming with the classroom teacher. Much of this time is spent working on diagnosis and record keeping of children along with direct service. An additional one-third of the time is spent working with groups of chidren in 5 to 6 week blocks (usually in the morning) on intensive programs. These students have been referred through collaborative diagnoses of children by the special needs teacher and the classroom teacher. The remaining one-third of alloted time is spent working with children and teachers on varied projects. The computer program and its application to language development is an example of one of these types of projects.

Recommendation 5. Children currently in low enrolment classes for the purpose of receiving a regular curriculum should be integrated into regular classrooms with support as required.

David Livingstone School does not have a low enrollment classroom. We integrate all Special Needs children in the regular classrooms. Some withdrawal is used but only for short intensive periods of time.

Recommendation 9. Establish programs designed to address emotional problems which are the result of high mobility, abusive , violent and neglectful family lives. Each of these programs should be appropiately resourced with :
1 male teacher;
1 female teacher; and,
1 child care worker;

We realize the importance of taking into account the childrens' emotional and physical welfare in the education process. For that reason we have included the Guidance Counsellor (David Livingstone School has a full time guidence counsellor) in our resource team. The resouce team includes: Resource, Migrancy, Special Needs and ELDNS teachers . These teachers along with the Guidence Counsellor are able to keep in contact with Child Care workers and other personel this child is in contact with. In fact all activities offered by the resource team consider emotional, social and educational needs of the children.

9. The Division attempt to design programs that address behavioural problems created by inner city stresses has provided our school with an extra resource, a counselor, this year.

10. The results of the March 1986 evaluation have been examined and studied by in-school personnel in staff meetings and informally in discussion groups throughout the year.

Respectfully submitted,

W. McDonald

J. Patterson

CATEGORY	OBJECTIVES	ACHIEVEMENT	DATE
FINE			
6. SOCIAL SKILLS			
ADULTS			
PEERS			
GROUP			
7. BEHAVIOUR			
8. WORK HABITS			
9. CLASSROOM APPLIC[illegible]			

APPENDIX 7

JOHN M. KING SCHOOL

SPECIAL NEEDS ASSESSMENT FORM

NAME________________________ DATE________________

ADDRESS_____________________ ROOM______ GRADE______

PHONE_______________________ READING LEVEL__________

BIRTHDATE___________________ TEACHER________________

CATEGORY	OBJECTIVES	ACHIEVEMENT	DATE
1. LANGUAGE			
ORAL			
WRITTEN			
2. LISTENING SKILLS			
3. READING			
VOCABULARY			
COMPREHENSION			
4. MATHEMATICS			
5. MOTOR SKILLS			
GROSS			

KING EDWARD COMMUNITY SCHOOL
825 SELKIRK AVENUE
WINNIPEG, MANITOBA
R2X 2Y6
586-8381

TO: Mr. A. Krahn
Assistant Superintendent (Elementary)

FROM: B. Berger
Principal

PROGRESS REPORT - SPECIAL NEEDS PROGRAM
COMPENSATORY PROJECT
MARCH 15, 1988

This program continues to follow the recommendation of the Knowles Report as follows:

A. Recommendation No. 1

Program goals, criteria and process should be clearly articulated and available to all staff in written form.

The goals, criteria and process for assigning a student to the Special Needs Program are consistently articulated by Special Needs Teacher both in written form but also in conferences with teachers. Referrals are discussed at Support Team meetings, which means that a student may be referred by a teacher for help for several criteria and Special Needs will take the "case" after consideration by the Support Team. This helps to integrate the goals of the Program, not only to classroom teachers, but to other members of the Support Team and thus ensures that special need is an on going part of the Support Team. The Program is also clearly articulated to parents.

The criteria remain generally the same as reported in June, 1987 follow-up report as follows:

1. A child is 2-3 years behind grade level in specific subject skill area. (This is determined by teacher assessment and standardized testing).

   -because referrals now come to Support Team, the Special Needs Teacher may request assessment work by the Resource Teacher in helping to make more definitive assessments.

   Once assessments are done and the child is accepted for Special Needs help, objectives are established between the classroom and Special Needs Teacher and a plan of action is established.

   Various processes for Special Needs service are also discussed at this time. For example:

....2

PROFESSIONAL DEVELOPMENT - SPECIAL NEEDS - ELEMENTARY

THE WINNIPEG SCHOOL DIVISION NO. 1
Superintendent's Department

SPECIAL NEEDS

1987 - 1988

SPECIAL NEEDS - ELEMENTARY

This response to the recommendations provides a brief summary of the specific information included in the attached individual school responses, and is based on the recommendations included in the earlier Knowles report.

1. **Program goals, criteria, and process within each school should be clearly articulated and available to all staff in written form.**

   All schools have developed a program description that includes the program goals, the criteria used to select students for the program, as well as the process used to monitor student progress for purposes of re-entry into the regular program. This is developed with input from classroom teachers and support staff.

   This information is available in each school and is discussed with staff, for clarification, early in each school year.

2. **Programs should be geared to intervene in specific areas for development (e.g. focus on beginning consonants, not just language development).**

   In each school, the program is designed to address the specific needs of identified students. The specific goal for each student is determined early when a student first enters the program. Procedures to define these needs have been identified in each school.

   The students' needs are discussed by the support team, including the homeroom teacher, special needs teacher, and the resource teacher. From this information, an appropriate program is outlined for the student.

3. **A plan of action, incorporating follow-up strategies, should be developed and recorded for each student.**

   As indicated in the attached school responses, such action plans and follow-up strategies are developed for students.

   The specific process followed is outlined in the attached documents.

4. **Although any withdrawal program would be effective if Recommendations 1, 2 and 3 were implemented, the most effective use of a special needs teacher's time would appear to be as follows:**

   .5 - deliver time-limited, specific programs to small groups of students, either on a withdrawal or in-class basis

   .5 - assess, plan, follow up students who are identified as having special needs
   - **work in designated regular classes with the classroom teacher**
   - **provide individual assistance, on a withdrawal or in-class basis**
   - **record and document for each special needs child.**

   All but one school are using a model that adheres to these approximate time guidelines. Variations occur when special needs or circumstances arise.

The model in the non-conforming school has been discussed with the principal and staff involved. Changes to more closely reflect the suggested model are planned for 1988 - 1989.

5. **Children currently in low-enrolment classes for the purpose of receiving a regular curriculum should be integrated into regular classrooms with support, as required.**

   This recommendation was followed in all but one school. Students enrolled in low enrolment classrooms have been integrated into regular classroom programs. Specific supports needed were identified in each case. Plans to establish a similar model in the remaining school are being prepared.

6. **Review and adopt proposed program goals in order to afford direction to the overall special needs program.**

   The goals outlined have been accepted by the Division. These were presented to and discussed with principals and special needs teachers early in the year.

   These goals were also discussed at meetings of the special needs teachers and the Inner City Coordinator during the 1986-87 school year.

   Further discussions to support these goals have been held during the 1987-88 school year in meetings with special needs teachers, consultants and the Assistant Superintendent of Elementary Schools.

7. **Formalize the sharing process among special needs teachers in the Division.**

   Regular meetings of special needs teachers were scheduled throughout the 1986-87 school year for the purpose of sharing and discussing ideas, strategies, etc. Coordination was provided by the Inner City Coordinator.

   In the absence of the Coordinator during part of the 1987-88 school year, fewer such meetings were held and these were coordinated by Language Arts Consultants. Since March 1988 this responsibility has again been assumed by the Inner City Consultant.

8. **Appoint a special needs program coordinator, who would be responsible to consult on program implementation, operation and support and to facilitate professional development for special needs teachers.**

   Responsibility for coordinating professional development activities etc., has been assigned to the Inner City Consultant.

9. **Establish programs designed to address emotional problems which are the result of high mobility, abusive, violent and neglectful family lives.**

Each of these programs should be appropriately resourced with:

1 male teacher
1 female teacher; and
1 child care worker

Careful development of each program (e.g. one-year planning phase) is suggested, in order to ensure program success.

This recommendation has not been implemented as outlined. The Division currently offers special programs such as the LAC program for students with severe emotional problems.

To meet student needs at a local school level, we are currently expanding the Elementary Counselling program.

10. **Share the results of the present evaluation with all those principals and teachers who are involved in the delivery of a special needs program. Those who were included in the present evaluation form should receive a copy of their results, in summary form.**

The evaluation results, as well as copies of reports, have been shared with principals and special needs teachers at a meeting attended by members of the Superintendent's Department and Manitoba Education staff.

Follow-up discussions have occurred at meetings of special needs teachers with consultants.

This process will continue on an annual basis.

Summary

During the 1987-88 school year, special needs teachers have not met as frequently as anticipated due to a vacancy in the Inner City Consultant position. In sessions organized by the Language Arts Consultants, program plans were developed and professional development activities began. The responsibility for the ongoing delivery of this support has now been assumed by the Inner City Consultant.

Division expectations with regard to the recommended model for special needs programs have again been clarified. We are also attempting to hire teachers with training similar to resource teachers for any special needs positions when vacancies occur. This should result in further strengthening of the program offered to students.

Attached is an outline of professional development plans for 1988 - 89.

PROFESSIONAL DEVELOPMENT INTERIM PLAN for

SPECIAL NEEDS TEACHERS

In February 1988 the special needs teachers met and outlined a list of possible topics for workshops and ways to increase their awareness of other programs.

The group will be meeting in May 1988 to priorize the topic list and to make definite plans for the school year 1988-89.

The group will decide which priorized topics need a series of sessions and which ones can be overviewed in one session. This will be followed by determining people and material resources to address the topics.

The topics for consideration are:

a) Strategies for integration

  - of program from closed classroom
  - of students into regular classroom settings

b) Student evaluation techniques

  - assessing, recording observations, reporting

c) Curriculum adaptation and development

d) Strategies for developing self-concept

e) Strategies for implementing Theme Days at classroom and school level

f) Time management

g) Special education programs

h) How to address the 'special needs' label

The group met in March for a half day session on curriculum adaptation. This was an initial discussion and needs follow-up on ways to adapt and develop specific programs.

Suggestions for increasing their awareness of other programs are:

- visitations to Division programs
- sharing the team-approach model
- visitation to the Diagnostic Learning Centre
- materials selection through sharing and displays

These will be discussed for implementation plans.

The group decided to meet every two months for half-day sessions. A few teachers are interested in meeting informally on alternate months to have Idea Share sessions.

YEAR 4

WINNIPEG SCHOOL DIVISION #1

4TH YEAR PROJECTS

PAGE #	SCHOOL	PROJECT	FILE #	REQUEST	PANEL REC.
3-73	Aberdeen	Curriculum Development Project	1-184	$45,550	$45,550
3-77	Aberdeen	Migrancy	1-182	$45,800	-
3-86	Division Wide	P.A.P.I.D.	1-264	$57,900 (Jan. to June/89 extension)	-
3-90	Weston	Writing to Read	1-239	$13,100	-
3-100	Strathcona	Community Teacher Aides	1-206	$25,800	-
3-111	Greenway	Language Devel. Program	1-214	$12,000	-
3-137	Principal Sparling	Language Devel. Program	1-014	$14,500	-
3-157	King Edward	Language Devel. Program	1-200	$27,000	-
3-175	Marymound	Transition to a Second Chance	10-023	$28,200	$14,100

YEAR 4

WINNIPEG SCHOOL DIVISION

ABERDEEN SCHOOL

CURRICULUM DEVELOPMENT PROJECT

PR-SD1-184

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: C. Loeppky
SCHOOL DIVISION: Winnipeg No. 1
SCHOOL: Aberdeen Junior High

CURRICULUM DEVELOPMENT

DESCRIPTION OF NEED

See Elementary Data Sheets

PROGRAM OBJECTIVE

1. To develop programs and adapt a language focused curriculum that is interdisciplinary to meet needs of Aberdeen students, staff and community.
2. To involve staff in the development of an organizational structure that supports the above.

PROJECT DESCRIPTION

Three main areas of focus of this project are:

1. Program Development/Curriculum Adaptation: developing programs and adapting curriculum with a language focus to meet needs of students, staff and community.
2. Organizational adjustment: establishing grade teams, teaching teams and a support team, working groups and committees.
3. Staff Development: through teacher release time professional development supports, material monies, after time, development and material.

RENEWALS
PROJECTS REQUESTING 4TH YEAR FUNDING

RESPONSE TO EVALUATION RECOMMENDATIONS

4th year evaluation process will be followed and year three evaluation recommendations will be addressed.

ACTUAL COST 87/88

ME Contribution
Materials: $11,700.00
Personnel: $33,000.00

Division Contribution
Materials:
Personnel:
Release time & Secretarial Time $2,500.00

REQUESTED BUDGET 88/89

ME Contribution
Materials: $11,200.00
Personnel: $34,350.00

Division Contribution
Materials:
Personnel:

TOTAL PROJECT COSTS: $45,550.00

COMMENTS/CONTINGENCIES

STAFF RECOMMENDATIONS

That Manitoba Education fund to a maximum of $45,550.00 for the final year of the project the following:

1)	9/12 project co-ordinator	$34,350.00
2)	materials and equipment	3,000.00
3)	staff development	2,000.00
4)	fee for service/honorarium	2,000.00
5)	summer writing project	4,200.00
		$45,550.00

That a final report be submitted by June 30, 1989.

Manitoba

3–76

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May, 1988

REGION: Urban

SCHOOL DIVISION: Winnipeg School Division #1

SCHOOL: Aberdeen

RENEWAL: 3rd Year & 4th Year

NEW:

PILOT:

REQUEST: $59,500.00

PROJECT: Curriculum Development

FILE NO: PR-SD1-184

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

Panel recommends funding of $44,700.00 each year for two years to cover the following:

1)	9/12 project co-ordinator	$33,000.00
2)	materials and equipment	3,000.00
3)	staff development	2,500.00
4)	fee-for-service/honorarium	2,000.00
5)	summer writing project	4,200.00

Funding is contingent upon the Division contributing $2,500.00 for release time and secretarial assistance and that an update of activities be submitted by April 15, 1988.

Funding was recommended by Panel for 1987-88 and 1988 to 1989.

The project funding ends June, 1989.

RECOMMENDATION: $44,700.00

YEAR 4

WINNIPEG SCHOOL DIVISION

ABERDEEN SCHOOL

MIGRANCY PROGRAM

PR-SD1-182

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: C. Loeppky
SCHOOL DIVISION: Winnipeg No. 1
SCHOOL: Aberdeen Junior High

ABERDEEN MIGRANCY

DESCRIPTION OF NEED

See Elementary Data Sheets.

PROGRAM OBJECTIVE

To reduce the school stress factors related to high mobility.

PROJECT DESCRIPTION

The migrancy teachers: 1) assesses students who transfer into the school. 2) assigns placement. 3) provides follow-up and information exchange. (both written and oral) between staff (grade teams), 4) Orients new students to the school and its programs as well to the community, 5) Works closely with the guidance counsellor and resource teacher re: programming needs of new students and 6) Involved with Grade 6 orientation.

RENEWALS
PROJECTS REQUESTING 4TH YEAR FUNDING

RESPONSE TO EVALUATION RECOMMENDATIONS

1. Regular meeting schedules have been arranged to allow for the sharing of information. Grade Team meetings and a Teacher Assistance Team have assisted in the communication process. As well reports are circulated with pertinent information to appropriate school personnel.
2. Migrancy has been involved in the planning process for the grade 6 orientation.

ACTUAL COST 87/88

ME Contribution		**Division Contribution**	
Materials:		**Materials:**	
Personnel:	$44,000.00	**Personnel:**	0

REQUESTED BUDGET 88/89

ME Contribution		**Division Contribution**	
Materials:		**Materials:**	
Personnel:	$45,800.00	**Personnel:**	0

TOTAL PROJECT COSTS: $45,800.00

COMMENTS/CONTINGENCIES

STAFF RECOMMENDATIONS

That M.E. fund the teacher position to a maximum of $45,800.00. A progress report be submitted April 15, 1989.

3–80

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 28, 1987

REGION: Urban

SCHOOL DIVISION: Winnipeg School Division No. 1

SCHOOL: Aberdeen

RENEWAL: 3rd Year

NEW:

PILOT:

REQUEST: $45,000.00

PROJECT: Migrancy Program

FILE NO: PR-SD1-182

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

Panel recommends funding of $44,000.00 for migrancy teacher position. A progress report to be submitted April 15, 1988 to include a response to the 1986/87 evaluation recommendation.

RECOMMENDATION: $44,000.00

3-81

ABERDEEN SCHOOL

MIGRANCY REPORT MARCH 1988

Winnipeg School Division No. 1
RECEIVED
MAR 17 1988
SUPERINTENDENT'S DEPT.

RECOMMENDATIONS 1987

On the basis of two years evaluation of the program the evaluators have made the following recommendations:

1) that the migrancy program should continue at Aberdeen;
2) that an effort be made to provide information to the two grade teams that require it;
3) that the school determine if arrangements can be made that allow the migrancy teacher time to meet regularly with each Grade Team to discuss migrancy students; and
4) that the success of the Grade 6 orientation be determined and that the migrancy teacher become involved in feeder school orientation.

ABERDEEN MIGRANCY PROGRAM

RESPONSES TO RECOMMENDATIONS OF FINAL REPORT

1. MIGRANCY CONTINUED TO FUNCTION AS IT HAD DURING THE EVALUATION PERIOD. THE MIGRANCY TEACHER POSTED SIGNS STATING THE DATES OF EARLY REGISTRATION AND
AND THE DATE OF REGULAR REGISTRATION. EARLY REGISTRATION WAS HANDLED BY MIGRANCY.

MIGRANCY AND GUIDANCE TOOK FULL RESPONSIBILITY FOR THE REGISTRATION OF ALL NEW STUDENTS UP TO SEPT. 14, 1987. DURING THIS TIME RESOURCE WAS ABLE TO FOCUS ON THE CLASSROOMS AND ESTABLISHING ITS SUPPORT PROGRAMS. THE INVESTMENT OF GUIDANCE PERSONNEL UP TO SEPT. 14 PERMITTED INITIAL,PERSONAL CONTACT WITH REGISTRANTS AND THEIR PARENTS.

ON SEPT. 14 GUIDANCE PERSONNEL BEGAN FULL-TIME GUIDANCE ACTIVITY AND MIGRANCY BECAME THE SOLE REGISTRATION AGENCY. THE BASIC MIGRANCY FUNCTIONS WERE CONTINUED WITH SCHEDULING CHANGES THAT GUARANTEED THOROUGH TEACHER CONTACT AT BOTH THE INDIVIDUAL AND GRADE TEAM LEVELS.

2. THE ISSUE OF IMPROVED COMMUNICATION WITH TEACHERS WAS ADDRESSED IN THREE WAYS:

1. A WIDER CIRCULATION OF MIGRANCY REPORTS.
2. A SCHEDULE FOR MIGRANCY WHICH GUARANTEED THE OPPORTUNITY FOR MIGRANCY TO TO SPEAK TO ALL GRADE TEAMS AT TEAM MEETINGS.
3. THE CREATION OF A TEACHER ASSISTANCE TEAM (T.A.T.) WHICH PERMITTED SCHEDULED LIASON AMONG RESOURCE, GUIDANCE AND MIGRANCY.

THE PLACEMENT OF A STUDENT FOLLOWS DIRECTLY UPON THE COMPLETEION OF TESTING AND THE WRITE-UP,DUPLICATION,COLLATION AND DISTRIBUTION OF THE 19 REPORTS CARRIES AN IMPLICIT TIME-LAG. TO BRIDGE THIS GAP A COPY OF THE S.D.F. AND A BRIEF SUMMARY OF TEST RESULTS ALWAYS ACCOMPANY THE STUDENT AT THE TIME OF PLACEMENT. THIS INTERIM REPORT IS SUPPLANTED BY THE NEXT SCHOOL DAY BY THE FINAL REPORT IN ITS 3 BASIC FORMS.

ALL CONCERNED STAFF ARE STILL CONTACTED ON AN INFORMAL LEVEL AS THE NEED AND OPPORTUNITY ARISES.

3. THE NEW SCHEDULE FOR MIGRANCY PERMITS ALL TEAM MEMBERS TO HEAR FROM MIGRANCY ABOUT NEW STUDENTS AND IMMINENT PLACEMENTS AT THEIR TEAM MEETINGS.

IT ALSO PERMITS READY FEEDBACK CONCERNING THE PLACEMENT OF NEW STUDENTS AND THE PERFORMANCE OF RECENTLY PLACED STUDENTS. THE INCLUSION OF THE PRACTICAL ARTS TEAM IN THIS SCHEDULE HAS BEEN APPRECIATED BY THE TEAM SINCE THEY WILL ALL DEAL WITH ALL NEW STUDENTS.

A SIGNIFICANT DEVELOPMENT IN THE COORDINATION OF RESOURCE, GUIDANCE AND MIGRANCY HAS RESULTED FROM THE FORMATION OB THE TEACHER ASSISTANCE TEAM. (T.A.T., SEE ITEM 2.3) .)ONE OF THE MAJOR FUNCTIONS OF THIS TEAM IS TO REVIEW THE STATUS AND NEEDS STUDENTS IN MIGRANCY AND TO REVIEW THE PERFORMANCE OF OF RECENTLY PLACED STUDENTS. THIS GUARANTEES THAT RESOURCE AND GUIDANCE EXPERTISE CAN BE QUICKLY BROUGHT TO BEAR ON ANY CASE REQUIRING ACTION. T.A.T. NOW GUARANTEES THE INTEGRATION OF THE MIGRANCY TRACKING FUNCTIONS WITH THE FOLLOW-UP SUPPORTS AVAILABLE THROUGH GUIDANCE AND RESOURCE.

4. MIGRANCY HAS BEEN INVOLVED IN THE PLANNING OF THE SPRING GRADE 6 ORIENTATION.PLANNING WAS CONDUCTED IN COOPERATION WITH ADMINISTRATION, GUIDANCE, PRACTICAL ARTS AND RESOURCE. MIGRANCY WILL BE CONDUCTING A FOLLOW-UP SURVEY AFTER THE COMPLETION OF THE ORIENTATION CYCLE. STAFF FROM FEEDER

...SCHOOLS, STUDENTS ORIENTED AND ABERDEEN ORIENTATION PERSONNEL WILL BE SURVEYED. THIS IS INTENDED TO SERVE AS A FOLLOW-UP ACTIVITY FOR THE STUDENTS AND A PROJECT IMPROVEMENT EXERCISE BY THE ABERDEEN AND FEEDER SCHOOL STAFF.

S. J. Moore

YEAR 4

WINNIPEG SCHOOL DIVISION

ST. STEPHEN'S BROADWAY UNITED CHURCH

P.A.P.I.D.

PR-SD1-264

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: S. Matthews
SCHOOL DIVISION: Winnipeg #1
SCHOOL: St. Stephen's Broadway United Church

PROGRAM FOR ADOLESCENT PARENTS AND INFANT DEVELOPMENT

DESCRIPTION OF NEED

There is little support available for infant care. Point Douglas High School provides schooling for pregnant mothers until their babies are four months old. When an infant is two years old daycare becomes a possibility.

This program's intent is to bridge the gap for infants between four months and two years and to increase the choices of the mother finishing high school.

PROGRAM OBJECTIVE

To provide the opportunity for adolescent parents to continue their education and to help them acquire life skills to cope more effectively with their new role.

PROJECT DESCRIPTION

The program is intended to serve approximately 15 adolescent parents with their babies which vary in age from four months to two years of age.

The Program includes:
a) academic school subjects at the junior and senior high level
b) life skills, parenting, nutrition - compulsory components
   that are integrated into the scheduling for the day.

RENEWALS
PROJECTS REQUESTING 4TH YEAR FUNDING

RESPONSE TO EVALUATION RECOMMENDATIONS

ACTUAL COST Jan - Dec 1988

ME Contribution
Materials: $5,000.
Personnel: $84,000.
TOTAL:$89,000.

Division Contribution
Materials:
Personnel:

REQUESTED BUDGET Jan - June 1989

ME Contribution
Materials: $ 3,000.00
Personnel: $54,900.00

Division Contribution
Materials:
Personnel:

TOTAL PROJECT COSTS: $57,900.00

COMMENTS/CONTINGENCIES

Funding for this project was approved in November 1987 for the calender year 1988. To ensure continuity in the program and to develop consistency with other projects funded in the Division through compensatory support program, the Division is requesting that this program be approved in principle for the period January to June 1989.

Refer to attached recommendation of Nov 1987.

STAFF RECOMMENDATIONS

That Manitoba Education approve in principle the funding of this program for the period January - June 1989 contingent on the Division submitting a letter of intent which indicates that the Division will act on item 4 of the Panel's November 1987 recommendation.

Manitoba

3-89

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: November 19, 1987

REGION: URBAN

SCHOOL DIVISION: WINNIPEG #1

SCHOOL: ST. STEPHEN'S BROADWAY UNITED CHURCH

RENEWAL: X 2ND YEAR

NEW:

PILOT:

REQUEST: $89,000.00

PROJECT: PROGRAM FOR ADOLESCENT PARENTS AND INFANT DEVELOPMENT

FILE NO: PR-SD1-264

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

1) That Manitoba Education fund this project to cover the salaries of 2 X .9 teachers at $84,000.00 plus materials at $5,000.00 to a maximum of $89,000.00 for the calendar year 1988.

2) St. Stephen's Broadway United Church provide rent for the continuation of the program; maintain the facilities for as long as the program is housed there and provide volunteer commitment to the program.

3) Winnipeg #1 continue to fund one 5 hour and one 3 hour aide, provide nutrition costs and supplies and administer the program.

4) That further funding for this project contingent upon the Division cost-sharing teacher salaries (i.e. that revenues received for this program through regular grants be applied to the costs of the programming for P.A.P.I.D.

RECOMMENDATION: $89,000.00

WINNIPEG SCHOOL DIVISION

WESTON SCHOOL

WRITING TO READ

PR-SD1-239

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: Erika Kreis
SCHOOL DIVISION: Winnipeg No. 1
SCHOOL: Weston

WRITING TO READ

DESCRIPTION OF NEED

Average Income Level	$10,800.00
Migrancy	33.9%
Single Parent	40.3%

PROGRAM OBJECTIVE

To set up a pilot for the IBM K-1 "Writing to Read" system; an early language learning program.

PROJECT DESCRIPTION

The IBM K-1 WTR System is a computer based system designed for young children who are just learning to read. By using children's existing oral language skills, children learn to write, read and understand expression of their ideas through the manipulation of language. The program involves use of a self-contained, computerized instructional unit supported by work journals, a listening library, a "make words" station, the classroom teacher and a computer aide. Teachers are provided with comprehensive manuals to accompany the program.

RENEWALS
PROJECTS REQUESTING 4TH YEAR FUNDING

RESPONSE TO EVALUATION RECOMMENDATIONS

1. The Kindergarten students were included in the program in January 1988. They will not be tested for the final evaluation.
2. Pre-Primary and Grade I students have been included in the program for the entire school year.
3. A formal evaluation which includes a comparison of reading and writing skills from September to May will be submitted June 30, 1988.
4. Assessment of writing skills at the beginning and end of Grade 2 will be included in response to parental concerns regarding incorrect spelling.

Evaluation recommendations and November 1987 Evaluation Report are attached.

ACTUAL COST 87/88

ME Contribution		**Division Contribution**	
Materials:	$ 1,500.00	**Materials:**	
Personnel:	$11,500.00	**Personnel:**	

REQUESTED BUDGET 88/89

ME Contribution		**Division Contribution**	
Materials:	$ 200.00	**Materials:**	
Personnel:	$12,900.00	**Personnel:**	

TOTAL PROJECT COSTS: $13,100.00

COMMENTS/CONTINGENCIES

May 1987 Panel recommended that 1987-88 was the last year of funding.

STAFF RECOMMENDATIONS

Staff concurs with May 1987 Panel recommendations.

3-93

Manitoba

Education **Inner City Initiatives**

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 28, 1987

REGION: Urban

SCHOOL DIVISION: Winnipeg School Division No. 1

SCHOOL: Weston

RENEWAL: 3rd Year

NEW:

PILOT:

REQUEST: $13,000.00

PROJECT: Writing To Read Program

FILE NO: PR-SD1-239

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

Panel recommends funding to a maximum of $11,500.00 pending salary discussions with Winnipeg No. 1 for the computer aide position. Funding contingent upon the Division initiating action on recommendations of the evaluation before the end of the school year. This is the last year of funding. Evaluation to be submitted June 30, 1988 which includes comparison of reading and writing skills from beginning to end of the school year.

RECOMMENDATION: $11,500.00

Weston School

1410 Logan Avenue
Winnipeg, Manitoba, R3E IR9

J.F. Scott, B.A., M.Ed.
Principal

Telephone: 775-2591

December 1, 1987

To: A.D. Krahn
Assistant Superintendent (Elementary)

From: J.F. Scott
Principal, Weston School

Re: Writing to Read Program

Although the final evaluation report on the Writing to Read Program will not be completed until June 1988, I would like to request that the program continue in the 1988-89 school year if the results of the evaluation warrant it. In order for this to happen, 1988 budgeting considerations would have to be made. This would involve the cost of a Teacher Aide 1 for four months (September - December 1988) as well as approximately $200.00 for supplies. These would be the only expenses as far as I can presently determine.

If you require additional information please contact me.

a manner which would more truly replicate the methodology of previous evaluations of I.B.M.'s program.

2. Use of WTR at the kindergarten level is contentious. While students appear to be learning, the program is not consistent with the philosophy or content curriculum of kindergarten. Moreover, WTR was designed to be a one-year program, but if its use is continued at Weston School, students will receive the same program in two successive years. To the evaluators, it would seem that use of WTR could be reasonably introduced to pre-primary and grade one students, rather than to kindergarten students.

C. Recommendations

1. Based on teachers' opinions, consistency with curriculum and outcomes of student assessment, the evaluators would not recommend continuing the WTR Program for kindergarten students.
2. Based on teachers' attitudes, parents' attitudes, consistency with curriculum content and outcomes of student assessment, the evaluators would recommend continuation of the WTR Program at the pre-primary and grade one levels.
3. Continued assessment of the impact on students' reading and writing skill levels, as well as introduction of assessment of spelling skills, is strongly recommended, particularly at the end of this school year and at the end of grade two. The evaluators would also recommend that a sample of students be selected from schools which had similar scores in division-wide testing of reading readiness, to act as a comparison sample to students from the WTR program during these evaluations of program impact.

WRITING TO READ EVALUATION

NOVEMBER 25, 1987

The basic objective of the Writing to Read Evaluation this year is the comparison of reading and writing skills from the beginning to the end of the school year.

Attempts were made to accommodate a number of issues or concerns that were raised in the June, 1987 Final Report. These included:

a) no testing of Kindergarten children due to concerns regarding suitability of the Program on a philosophical basis

b) extension of time between testing periods from September and October to April and May to allow as much time as possible to measure the effects of the Program

c) assessment of spelling skills at the beginning and end of Grade 2 due to parental concerns regarding incorrect spelling

d) no BASE testing this year

Description Of Results, Fall 1987

Individual student test scores were not available from Cecil Rhodes last year therefore comparisons cannot be made between test scores from last year and this year. As a result, the evaluation will focus on comparisons within Weston from Fall 1986 to Fall 1987 and between Weston and Cecil Rhodes in Fall 1987.

All Fall 1987 test results at Weston are based only on those students in which complete test results were available from last year.

TABLE 1

In comparison with Fall 1986, 61 or 64.2% of students were tested at Weston this year. In addition, 5 students who had moved to other Division schools were also tested. Therefore, 66 or 69% of students were successfully followed-up in Fall 1987. At Cecil Rhodes, there were 60 students tested.

TABLE 2

Contains a listing of Division schools where former Weston students were tested as well as a breakdown on the location of those who could not be tested this Fall. These included 6 at Weston with incomplete data, 3 within the Division with incomplete data, 5 outside the Division, 11 outside Winnipeg, and 4 outside the Province.

TABLE 3

Provides a summary of the complete Writing To Read testing schedule from Fall 1986 to Spring 1988. Spring 1988 testing will include the Braun-Neilsen for the Pre-Primary, MAT Primer for the Pre-Primary, MAT Primary 1 for Grade One, and MAT Primary 2 for Grade Two.

TABLE 4

Contains a detailed description of all test and subtests administered by grade for Fall 1987.

TABLE 5

Contains a further breakdown on the number of students tested by school, sex and grade. Numbers are fairly evenly distributed although there were a total of 4 Pre-Primary males at Cecil Rhodes.

TABLE 6

Contains a further breakdown on the number of students tested by school, sex and grade. Numbers were again fairly evenly distributed with the total number of males being slightly older at Weston and females being slightly older at Cecil Rhodes.

TABLE 7

Contains a summary of last year's results based on the Final Report. The only significant results were a significantly higher writing test score (1.2) among Kindergarten at Weston than Cecil Rhodes (.7) and a significantly higher Braun-Neilsen score among Grade One's in Fall 1986 at Cecil Rhodes (11.0) than at Weston (9.2).

TABLE 8

Contains a summary of Fall 1987 test results. Metropolitan scores are reported for each subtest (Listening Comprehension, Spelling, Study Skills). The only significant result was a significantly higher writing test score among Pre-Primary at Weston (1.3) than Cecil Rhodes (.5).

In general, results seem to be evenly divided:

- Pre-Primary at Weston scored higher on the Braun-Neilsen and Listening Comprehension but lower on Study Skills
- Grade One at Weston scored lower on the Braun-Neilsen and Listening Comprehension but higher on Study Skills
- Grade Two at Cecil Rhodes scored consistently higher on all MAT tests including Spelling and the Writing Test but not significantly

TABLE 9

Contains a comparison of test scores by school and grade level over time. It is noted that comparisons could only be made at Weston from Fall 1986 to Fall 1987 and between schools in Fall 1987. The results indicate there were no significant differences in scores between schools.

Students in each of the 3 grade levels at Weston appeared to make significant gains in 2 of the 3 test measures from Fall 1986 to Fall 1987. Pre-Primary appears to be making the largest gains eg) the Braun-Neilsen almost doubled between Fall 1986 (5.8) and Fall 1987 (10.6) and the Writing test score more than doubled between February 1987 (1.6) and Fall 1987 (3.5).

Preliminary Conclusions

Based on the results in Tables 7 and 8, the youngest students at Weston (in Kindergarten last year and Pre-Primary this year) may be gaining significant benefits in writing skills. This partially coincides with a result stated in last year's Final Report that "at the Pre-Primary and Grade One levels, the most often cited impact of WTR on the school day was that students' writing skills had improved . . ." (p. 25).

Based on results in Table 9, the Pre-Primary at Weston may be the "ones to watch" in view of their largest gains over time and their higher scores on 2 of the 3 test measures this Fall.

YEAR 4

WINNIPEG SCHOOL DIVISION

STRATHCONA SCHOOL

COMMUNITY TEACHER AIDES

PR-SD1-206

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION:	Urban
M.E. STAFF PERSON:	Erika Kreis
SCHOOL DIVISION:	Winnipeg #1
SCHOOL:	Strathcona

COMMUNITY TEACHER AIDES

DESCRIPTION OF NEED

Average Income	$8,270.00
Migrancy	53%
Single Parent	49.4%

PROGRAM OBJECTIVE

To operate an attendance call-back program to check on truant or absent students.

To assist teachers in classrooms and on field trips.

To provide outreach for the Parent/Child Centre. .

To update and operate the Housing Registry.

PROJECT DESCRIPTION

Two Community Teacher Aides will divide their time between in-classroom activities and community school outreach. They will also be involved in attendance call-back, maintaining a Housing Registry and playground and patrol supervision.

RENEWALS
PROJECTS REQUESTING 4TH YEAR FUNDING

RESPONSE TO EVALUATION RECOMMENDATIONS

1. A schedule has been developed (attached).
2. The principal coordinates classroom scheduling, the guidance counsellor supervises the attendance/call-back activities, the Parent/Child Centre director supervises the outreach component and the classroom teachers provide specific directions and instructions in the classrooms.
3. Aides follow the schedules developed. 9:45 - 10:30 is a flexible time in case extensive attendance call-backs are required. Classroom teachers are aware of this flexibility.
4. Back-up support when one of the Aides is absent has been too difficult for school staff to arrange. Substitutes cannot perform the aides' duties without training.

Recommendations and Progress Report attached.

ACTUAL COST 87/88

ME Contribution
Materials:
Personnel: $23,000.00 + $1,000.00 P.D.

Division Contribution
Materials:
Personnel:

REQUESTED BUDGET 88/89

ME Contribution

Materials:
Personnel: $25,800.00

Division Contribution

Materials:
Personnel:

TOTAL PROJECT COSTS: $25,800.00

COMMENTS/CONTINGENCIES

No data has been provided on the success of the attendance call-back program.
No professional development funds were requested.

STAFF RECOMMENDATIONS

Staff requests direction from the Panel.

3-103

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 28, 1987

REGION: Urban

SCHOOL DIVISION: Winnipeg School Division No. 1

SCHOOL: Strathcona

RENEWAL: 3rd Year

NEW:

PILOT:

REQUEST: $31,000.00

PROJECT: Community Teacher Aide

FILE NO: PR-SD1-206

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

Panel recommends funding to a maximum of $24,000.00 for two full-time aide positions ($23,000.00 pending salary discussions with Winnipeg No. 1 and $1,000.00 to be used to provide professional development activities for the aides). That aides be responsible for attendance call-back, outreach and classroom support components of the program. Funding contingent upon submission of a proposed professional development plan by July 15, 1987. That a progress report which includes a list of professional development activities provided for aides be submitted April 15, 1988.

RECOMMENDATION: $24,000.00

THE WINNIPEG SCHOOL DIVISION NO. 1
Superintendent's Department

COMPENSATORY SUPPORT PROGRAM
1988/1989 PROPOSAL

COMMUNITY TEACHER AIDE
STRATHCONA SCHOOL

Background

The Community Teacher Aides at Strathcona School have received Compensatory Funding since 1985. In May of 1987, the amount of $24,000.00 was approved for the 1987/88 school year. The recommendation sheet from Manitoba Education is attached.

Program Objectives

The objectives of the program are to:

i) provide additional support to work with children in a classroom setting.
ii) provide additional support in fostering greater parental involvement in the education of their children and in their community.

Proposal

The Winnipeg School Division is requesting continued funding for the 1988/89 school year to provide two Community Teacher Aide positions at Strathcona School. A detailed budget breakdown is attached.

The Community Teacher Aides will work in the following areas:

i) in school support - assisting teachers in classrooms
ii) outreach for the Parent-Child Centres and the school
iii) attendance call-back program
iv) research and update the housing registry.

Evaluation

A detailed evaluation was conducted on the Community Teacher Aide program at Strathcona School in 1987. The recommendations for this program have been followed-up in 1987/88 and a progress report is attached. At the completion of the 1988/89 school year a progress report will be submitted. The progress report will include:

i) Name of Project
ii) Objective of the Project
iii) Outline of any program changes that have occured
iv) Any supplementary questions/changes requested by Panel or as agreed by Manitoba Education, Winnipeg School Division No. 1
v) Summary of Activities
vi) Submission of any units of work developed.

result, the Aides were receiving instruction from each staff member who had responsibility for a single activity.

In conclusion, while it is widely acknowledged that the Community Teacher Aide Program at Strathcona Community School is benefiting the school, parents, and community in a number of ways, there is a recognized need for more effective organization and coordination of the Program.

RECOMMENDATIONS

On the basis of the evaluation, it is recommended that:

1. The Community Teacher Aide Program continue at Strathcona School.
2. A schedule of activities be maintained so activities can be performed in a consistent manner.
3. Someone in a supervisory position, preferably the Principal, be responsible for coordinating and providing overall management of the Aides and the Program.
4. The Aides do not spend as much time on unscheduled activities which interfere with regularly scheduled activities.
5. There be a possibility of providing back-up support when one of the Aides is absent or leaves to ensure continuity and delivery of the Program.
6. The Aides continue to use the evaluation forms currently in place which will help to organize their activities as well as future evaluations.

PROGRESS REPORT YEAR III - STRATHCONA SCHOOL

1. Community Teacher Aide

2. Objectives of Project:
   a. to operate an attendance call-back program to check on truant or absent students;
   b. to assist teachers in classrooms and on field trips;
   c. to provide outreach for the Parent-Child Centre; and
   d. to update and operate the Housing Registry.

3. During the period from September 1987 to March 1988 there have not been any program changes from the objectives listed above. Unfortunately due to a number of staff changes, some of the recommendations may not have been as fully carried out as was intended. Now that there are two permanent staff in the project, some of the recommendations are being acted on to a greater extent.

4. The only supplementary request that was asked for was the provision of a Professional Development Plan for the aides. This was submitted on June 18, 1987 by John Drzystek, Acting Principal. A copy of this memorandum is attached.

5. In the evaluation report, there were five recommendations and these are dealt with below:
   a. The Community Teacher Aide Program continue but consideration be given to maintaining a schedule so activities can be performed in a consistent manner. Please note timetables which are attached.
   b. Someone in a supervisory position, preferably the Principal, be responsible for coordinating and providing overall management of the Aides and the Program. At present, the Principal is reponsible for coordinating and providing overall management. Certain specific duties have been assigned to other personnel for supervision. These included attendance call-back (guidance counsellor) and the outreach component (Director, Parent-Child Centre).
   c. The Aides do not spend as much time on unscheduled activities when they interfere with regularly scheduled activities. Again, refer to the timetables. They have specific responsibilies at all times during the day. There is only 1 hour of "unscheduled" time in the 6 day cycle.

d. There be a possibility of providing back-up support when one of the Aides is absent or leaves to ensure continuity and delivery of the Program. Firstly, with respect to being absent due to illness, no substitute is requested as it is too much trouble to train that person for a day or two. There is no way that a substitute can come in and perform the duties of one of the Aides. Secondly, this year has seen a complete changeover in personnel employed in the program. One of the Aides did not return to work in September 1987 and by the time that authority had been obtained to rehire, the second Aide had to take extended sick leave. One permanent Aide was hired and one temporary Aide was hired. Subsequently, the Aide on extended sick leave resigned but not before the temporary Aide disappeared. It is only since end-January 1988 that we have had two permanent employees. This has meant that there has been ongoing retraining for new personnel this year. If the program is extended, both current Aides will return in September 1988.

e. A Professional Development plan be instituted for the Aides. The following inservices have been attended by the Aide hired in October:

-Child Development and Reading--two inservices
-Child Development and Play
-Tips on Management of Children
-Personal Growth and Development
-WSD - Hands on Approach
-several Public Relations sessions
-Goals and Objectives

The second aide which has been employed for just over one month has participated in the following inservices:

-Public Relations
-Child Development and Reading
-Concrete math

It is anticipated that the second aide will continue to receive, as will the first, further inservicing aimed at fulfilling there functions. The above inservices were offered either through the Winnipeg School Division, the Parent-Child Centres, CEDA or the school. Additionally, both aides have received inservicing/training by the Counsellor in non-confrontational strategies when interacting with parents regarding their children's absenteeism/truancy. Both aides have been involved in Early School Years workshops in the evening on games and activities for young children. When working with teachers in classrooms, both aides are provided with specific directions and instructions as to the function required of them--reading to children, helping children, listening to children, etc.

STRATHCONA SCHOOL

June 18 , 1987

TO - A. Krahn - Assistant Superintendent of Elementary Schools

FROM - J. Drzystek - Acting Principal

RE - COMMUNITY TEACHER AIDE PROFESSIONAL DEVELOPMENT PROPOSAL

After consultation with the Community Teacher Aides and Maureen Rodniski , Early Childhood Consultant , I have developed a process which , hopefully , will meet the needs of Inner City Initiatives in relation to professional development.

The Community Teacher Aides will be welcome to participate in the in-services which will be provided to E.L.D.N.S. aides. They include topics such as : Language Development , Story Telling , Book Making , Scribing , The Value of Reading to Children , Child Development.

The Resource Teachers at Strathcona will provide assistance to the aides in two areas - concrete mathematics materials use and the writing process as a language development experience.

We will also attempt to access assistance in the area of "Outreach Work and Information Sharing".

The $1,000.00 allotment will be used to cover the cost of substitutes , possible registration costs , and miscellaneous materials.

The professional development program will be carried out over the course of the 1987-88 school year.

I hope this meets with your satisfaction.

cc - N. McAlpine

TIME TABLE (6 DAY CYCLE)

	DAY 1		DAY 2		DAY 3		DAY 4		DAY 5		DAY 6	
Period	AIDE 1	AIDE 2	1	2	1	2	1	2	1	2	1	2
0830 - 0900	PLAYGROUND & PATROL SUPERVISION		- - - -	- - - -	- - - -	- - - -	- - - -	- - - -	- - - -	- - - -	- - - -	- - - -
0900 - 0945	ATTENDANCE		- - - -	- - - -	- - - -	- - - -	- - - -	- - - -	- - - -	- - - -	- - - -	- - - -
0945 - 10:30	RM. 10	RM. 19	RM. 10	RM. 19	RM. 10	RM. 19	RM. 10	RM. 19	RM. 10	RM. 19	RM. 10	RM. 19
10:45 - 11:30	RM. 12/13	RM. 14	RM. 12/13	RM. 14	RM. 12/13	RM. 14	RM. 12/13	RM. OFFICE	RM. 12/13	RM. 14	RM. 12/13	RM. 14
11:30 - 12:00	RM. 17	RM. 14	RM. 17	RM. 14	RM. 17	RM. 14	RM. 17	OFFICE	RM. 17	RM. 14	RM. 17	RM. 14
1:00 - 1:30	ATTENDANCE		- - - -	- - - -	- - - -	- - - -	- - - -	- - - -	- - - -	- - - -	- - - -	- - - -
1:30 - 4:30	PARENT-CHILD CENTRE (THIRD WEEK EACH MONTH FOR HOUSING REGISTRY)											

NOTE: 0945 - 10:30 IS FLEXIBLE IN CASE EXTENSIVE ATTENDANCE CALL-BACKS REQUIRED

YEAR 4

WINNIPEG SCHOOL DIVISION

GREENWAY SCHOOL

LANGUAGE DEVELOPMENT PROGRAM

PR-SD1-214

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: Erika Kreis
SCHOOL DIVISION: Winnipeg No. 1
SCHOOL: Greenway

LANGUAGE DEVELOPMENT PROGRAM

DESCRIPTION OF NEED

Average Income	$11,303.00
Mobility	34.3%
Single Parents	24%

PROGRAM OBJECTIVE

See attached.

PROJECT DESCRIPTION

The half-time volunteer coordinator recruits and coordinates volunteers. The Language Development teacher trains and programs for these volunteers to work one-to-one with identified children to enhance their language development. The coordinator writes a job description for volunteers, maintains ongoing records, maintains constant communication with volunteers, supervises the school Make and Leave Project and helps with division wide volunteer and parent inservices and parent conferences.

RENEWALS
PROJECTS REQUESTING 4TH YEAR FUNDING

RESPONSE TO EVALUATION RECOMMENDATIONS

1. School staff will be surveyed once during the spring.
2. Communication channels have been improved by:
   -volunteers using forms which provide more information for teachers;
   -classroom teachers and language development teacher make written comments for volunteers;
   -classroom teachers are provided with written reports after each lesson;
   -the number of meetings have been decreased at the request of classroom teachers.
3. Volunteer issues have been addressed as follows:
   -volunteers have been carefully screened for good English grammar;
   -volunteers are offered two half-day training sessions and are encouraged to attend the Division's volunteer workshop;
   -volunteers are observed every eight weeks and feedback is provided;
   -volunteers are asked to increase their commitments to 16 weeks.
4. Parental involvement is not a priority this year.

Recommendations and Progress Report attached.

ACTUAL COST 87/88

ME Contribution		Division Contribution	
Materials:	$ 1,000.00	**Materials:**	
Personnel:	$11,500.00	**Personnel:**	

REQUESTED BUDGET 88/89

ME Contribution		Division Contribution	
Materials:	$ 1,000.00	**Materials:**	
Personnel:	$11,000.00	**Personnel:**	

TOTAL PROJECT COSTS: $12,000.00

COMMENTS/CONTINGENCIES

1) That during the upcoming year, the results of the Greenway program approach be analyzed and contrasted with the Early School Years approach to determine the most effective language intervention model.

2) That direct consultative support be provided in order to strengthen the professional development components of the program.

STAFF RECOMMENDATIONS

Based on School Division priorities, staff recommends that this program be funded. Further that the above contingencies be included.

That a progress reported be submitted on April 15, 1989.

3-114

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 28, 1987

REGION: Urban

SCHOOL DIVISION: Winnipeg School Division No. 1

SCHOOL: Greenway

RENEWAL: 3rd Year

NEW:

PILOT:

REQUEST: $14,550.00

PROJECT: Language Development Program

FILE NO: PR-SD1-214

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

Panel recommends funding to a maximum of $12,500.00 pending salary discussions with Winnipeg No. 1 for full-time aide position ($11,500.00) and $1,000.00 materials for the school year 1987-88 to coincide with the completion of the Early School Years evaluation. Funding contingent upon the Division submitting a complete financial statement to date by July 15, 1987 and that M.E. receive a progress report by April 15, 1988 summarizing implementation of evaluation recommendations.

RECOMMENDATION: $12,500.00

GREENWAY SCHOOL
Language Development Program

PROGRAM OBJECTIVE

To identify program participants in Kindergarten, Pre-Primary and Grade I, initially through EIP screening and further, through testing with the TOLD test of language development.

To provide direct teaching to small groups of identified children in Pre-Primary and Grade I by the Language Development Teacher.

To recruit and train volunteers to work one-to-one with identified children to enhance their language development.

To provide resources, ideas and support to teachers to enhance the language programming in the children's home rooms.

To acquire appropriate equipment and materials.

To extensively evaluate the program in order to assess its overall impact; in particular, to identify the strengths and weaknesses of program components as a basis for future planning.

RECOMMENDATIONS

On the basis of the evaluation, it is recommended that:

1. The Program be continued but with a number of considerations
2. School staff should be surveyed once only and at a mutually convenient time for both staff and evaluators.
3. There be a system for improving the channels of communication among program staff, volunteers and classroom teachers
4. The problems identified in the evaluation regarding the volunteers be reviewed by the school with possible consideration for the following:
   a) screening of volunters for good English grammar
   b) more ongoing training and supervision of volunteers
   c) obtaining longer term commitments from volunteers
   d) trained teacher aides rather than volunteers work with the students.
5. During the next year of the Program, there should be renewed efforts to involve parents more in the Program.

Compensatory Support Program

Date: March 14, 1988

Name of Project: 1/2 time Volunteer Coordinator, Language Development

Location: Greenway

Contact Person: Ms. Wendy Land

Principal's Signature: [illegible].W. Falconer

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1987-88 Action Plan and Response to Evaluation Recommendation .... Page 14

Greenway School requests funding for the Volunteer Coordinator component of its Language Development Program for Year 4, 1988-89.

Rationale

Educational Research has noted that the quality of our educational system is reflected in the value that we assign to language development. Language is not just another subject; it is the skill by which all other subjects are pursued. Recent language studies have suggested that "not only are inner-city students starting out at deficient levels, but also that they fall further behind as they progress through the school system" (Child Guidance Clinic 1976, 1978: Madak 1983). Further, there is a direct relationship between the point at which intervention occurs and the degree of subsequent success. The earlier the intervention the greater the potential for later academic success.

This rationale, as expressed in the 1985 proposal, becomes increasingly valid as Greenway School's catchment area acquires more of the characteristics of the inner city.

The experience of the past three years has proven the value of a Volunteer Coordinator in the development and delivery of the Language Development Program. During the time the program has been in operation, Greenway has received the services of 72 volunteers for a total of 2,576 volunteer hours. The one to one service these volunteers have been able to provide could not have been affordable if the program had attempted to use para-professional staff such as teacher aides.

One of the major responsibilities of the Volunteer Coordinator is the recruitment of volunteers, a process that demands an individual fully committed to the task. Teachers do not have the time or the expertise, to canvass for volunteers. Of equal importance to the active searching for and screening of volunteers is the Volunteer Coordinator's role in maintaining volunteer satisfaction and morale. This ensures that volunteers will continue offering their valuable time to children.

Volunteer time is not only valuable in terms of economics. Evaluation of the program indicates that well trained volunteers working under direct supervision have a positive impact on the educational progress of children who are language delayed. (Appendix IV, p.7)

Analysis of data gathered and collated to date by the research department of the Winnipeg School Division No. 1, confirms the effectiveness of volunteers in the development of language skills in children who are having difficulties (See Appendix IV)

Role of Volunteer Coordinator

The duties of the Volunteer Coordinator include the following:

i) Liaise with Language Development Teacher re: volunteer duties;

ii) to write job description for volunteer position of Language Development Assistant

iii) to recruit volunteers through

- Public Service Announcements on TV, ads in local papers/student news, write-ups on program in paper, posters around the community, schools, speaking engagements and one-to-one conversations.

iv) to schedule volunteer hours;

v) to give the Language Development Teacher information on new volunteers (where from/when starting/days available);

vi) to maintain daily/,monthly/yearly records of hours of volunteer work in including training;

viii) to keep volunteers informed of times that school or classes are closed and/or other activities in the school which impact on their time with the students (i.e. field trips or special presentations);

ix) to inform the Language Development Teacher when a volunteer is away due to illness/exams/etc.;

x) to assist in evaluating high school students working in the program for credits;

xi) to maintain social contact with volunteers to increase their comfort within the school (coffee, smypathetic ear, etc.);

xii) to prepare appropriate Volunteer Appreciation events including tangible rewards for time given;

xiii) to supervise the school Make and Leave Project;

xiv) to help with division wide Volunteer and Parent Inservices and Parent Conferences.

APPENDIX I

Goals and Objectives of the Language Development Program

The goal set up in the original proposal, "to provide a highly structured activity-based programme to facilitate the language development of 'at risk' students identified by the EIP and thus enhance the opportunity for subsequent educational success" has remained constant. However, the experience of the past three years of operation has allowed Greenway to define several specific objectives toward the achievement of this goal.

These objectives include the following:

i) to identify program participants in Kindergarten, Pre-Primary, and Grade One, initially through EIP screening and further, through testing with the TOLD test of language development;

ii) to provide direct teaching to small groups of identified children in Pre-Primary and Grade One by the Language Development teacher;

iii) to recruit and train volunteers to work one-to-one with identified children to enhance their language development;

iv) to provide resources, ideas and support to teachers to enhance the language programming in the children's homerooms;

v) to acquire appropriate equipment and materials;

vii) to extensively evaluate the program in order to assess its overall impact; in particular to identify the strengths and weaknesses of program components as a basis for future planning.

APPENDIX II

Program Components of Language Development Program

1. The Children

The Language Development teacher works with groups of four to eight children employing a variety of Whole Language, ESL and Joan Tough techniques. Major emphasis are the expansion of oral vocabulary, syntax Boehm concepts and general language use. Reading and writing skills receive some enhancement through specific whole language activities with Pre-Primary and Grade One students.

Further input into the children's development is achieved through the Language Development Teacher's work with volunteers.

2. Volunteers

The volunteers are recruited and coordinated by the Volunteer Coordinator. THe Language Development Teacher is responsible for training and programming of volunteers.

3. Classroom Teachers

The Language Development Program contributes to the enrichment of the language programs in individual classrooms through the acquisition and promotion of listening center materials, wordless picture books and Big Books, and the sharing of ideas with teachers. In addition, the themes focussed on by the Language Development Teacher and the volunteers reflect those experienced by students in their home classroom.

APPENDIX III

Research and Evaluation of Language Development Program

Research and evaluation of this program includes collection of the following data:

i) TOLD test of language development; all Kindergarten children plus those in Pre-Primary and Grade One who were identified through EIP data have been pre and post tested to measure language growth;

ii) number of volunteer contacts per program participant;

iii) number of Language Development Teacher contacts per program participant;

iv) primary language used in the home;

v) attendance;

vi) teacher-rated student self-concept checklist;

vii) evaluation by volunteers, teachers, administration and Resource Team of program;

viii) grade and classroom;

ix) gender;

x) date enrolled in school;

xi) family status including any changes;

xii) employment status including any changes;

xiii) main caregiver at beginning and any changes;

xiv) number of children in family;

xv) birth order;

xvi) outside agencies involved;

xvii) transfers within this year, including where children went to or came from;

xviii) special program involvement (eg Basic Motor, Special Needs, Pre-Primary);

xix) Age.

TEACHER SURVEY COMMENTS

LANGUAGE DEVELOPMENT PROGRAM

GREENWAY SCHOOL 1986/87

NUMBER OF TIMES CITED	
	1. Are there advantages to having trained volunteers in the Language Development Program?
6	Yes
0	No
1	Comment - If they are well trained and supervised
	2. List the 5 main advantages to having trained volunteers in the Program.
3	- children have more contact with an adult
2	- extending what has been stressed in the classroom
2	- more structure in presentation of lessons/concepts
2	- their innate skills have been focused/more skills for getting children to talk
1	- feel confident they have some suitability for our children
1	- know they have been briefed on confidentiality
1	- have been screened for suitability
1	- they feel they know what to do
1	- they provide enrichment to students
1	- opportunity for children to be in a different environment
1	- provide indepth tracking of child's development
	3. List the 5 main disadvantages to having trained volunteers in the Program.
2	- the instability of volunteer population/when volunteers drop out
2	- the disruption of the classroom
2	- some volunteers have poor grammar and provide a poor model
1	- informal training may be clumsy
1	- lack of choice of volunteer
1	- when student is absent I feel I must provide alternative jobs for them to do
1	- no response
	4. Do you feel the training that volunteers receive is adequate?
2	Yes
3	No
1	No response

NUMBER OF TIMES CITED	
	5. Can you suggest improvements to their training?
3	- more training
2	- screening for English grammar
1	- perhaps an Early Childhood Consultant could do a session on the E.I.P.
1	- brief in-class sessions to brief them on classroom philosophy
	6. Are you satisfied with the general organization of the Volunteer Program?
4	Yes
0	No
2	No response
	Comment - yes, although the volunteer turnover has been a negative factor in building relationships with children
	7. Can you suggest improvements to the organization?
1	- perhaps a small group setting would be advantageous (eg. 2-3 students to 2 volunteer)
1	- begin with volunteers and child developing a relationship outside of the classroom before moving into fall program
	8. Are you satisfied with the system for providing feedback to you from the volunteer?
6	Yes
0	No
	9. Can you suggest improvements to this system?
1	- small group settings would be advantageous (2-3 students per volunteer)

TABLE 1

GREENWAY: TOLD-P STANDARD SCORES

PROGRAM STUDENTS

KINDERGARTEN

(No. = 28)

Sub-test	Fall 1985	Spring 1986
PV	6.18	6.96
OV	6.54	8.96 ••
GU	8.57	9.46
SI	4.96	6.79 ••
GC	6.71	7.50 •

PRE-PRIMARY

(No. = 8)

Sub-test	Fall 1985	Spring 1986
PV	6.00	7.87
OV	5.38	8.62
GU	8.12	9.12
SI	5.50	5.62
GC	6.38	6.75

GRADE 1

(No. = 9)

Sub-test	Fall 1985	Spring 1986
PV	6.00	9.44
OV	7.11	9.11
GU	6.00	9.67
SI	4.89	6.22 •
GC	5.22	8.67 ••

• Indicates significantly higher spring scores (paired T-test, $p < 0.05$).

•• Indicates significantly higher spring scores (paired T-test, $p < 0.01$).

TABLE 2

NUMBER OF SESSIONS WITH PROGRAM STUDENTS 1985-86 *

Grade		Sessions With Volunteers	Sessions With Language Development Teacher
Kindergarten	Average No.	24.4	12.5
	Range	8 to 55	4 to 19
	No. of Students	27	27
	Total Student Sessions	659	338
Pre-Primary	Average No.	22.9	27.6
	Range	12 to 31	12 to 33
	No. of Students	8	5
	Total Student Sessions	183	138
Grade 1	Average No.	18.2	19.3
	Range	1 to 30	3 to 35
	No. of Students	8	6
	Total Student Sessions	146	116
All Grades Combined	Average No.	23.0	15.6
	Range	1 to 55	3 to 35
	No. of Students	43	38
	Total Student Sessions	988	593

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* Includes only those students tested with TOLD in fall and spring; 13 other students received volunteer time, and 12 others received sessions from the language development teacher.

TABLE 3

CORRELATIONS BETWEEN TOTAL FALL TOLD-P STANDARD SCORES AND NUMBER OF VOLUNTEER SESSIONS AND LANGUAGE DEVELOPMENT TEACHER SESSIONS

Grade	Volunteer Sessions	Language Development Teacher Sessions
Kindergarten	-0.44*	-0.51**
Pre-Primary	-0.49	-0.40
Grade One	-0.54	-0.87*
All Grades Combined	-0.36*	-0.56**

*significant at $p<0.05$
**significant at $p<0.01$

Student Family Background

Family Background

Single Parent	Two or More Parents
17.1%	82.9%

Family Employment

No Parents Working	One Parent Working	Two Parents Working
15.5%	45.5%	39.1%

Main Caregiver to Child

Single Parent	Both Parents	Other Relative	Non-Relative
50.5%	45.9%	2.8%	0.9%

Primary Languages Spoken at Home

No English Spoken	English Only	English & Others	Missing
22.3%	50.9%	23.2%	3.6%

Student background data collected at this school will be used in the ESY evaluation to determine how similar project and comparison schools are to one another.

DISCUSSION AND CONCLUSIONS

Evaluation Report on Year I of Program

The Language Development Program at Greenway School was designed to meet a number of objectives and to focus on four major areas which included the children, volunteers, parents and classroom teachers. First year observations of the Program indicated a need to focus more on the most needy children in the Program to receive direct service from the Language Development Teacher and to reduce frustrations of the volunteers and classroom teachers.

Results of the staff and research designed teacher surveys reveal a diversity of opinions. While teachers were generally satisfied with the use of volunteers in the Program, they considered the lack of stability, training and choice, as well as poor grammar among the volunteer population as major disadvantages. In addition, teachers indicated a number of benefits to parental involvement in the Program, however, teachers thought there was no increase in parental involvement this year over last year and some indicated that parents were less willing to talk to staff and volunteers in the classroom.

Teachers were generally satisfied with the roles of the Language Development Teacher, the Volunteer Coordinator, and to a lesser extent, the volunteers. Teachers thought the absence of these positions would have a number of effects including lack of recruiting, screening and training of volunteers; lack of one to one contact between students and volunteers; and less paperwork and meetings. THere were also suggestions for improved communication among those involved in the Program. There was general satisfaction among teachers with the Program although some suggested changes include the use of trained teacher aides rather than volunteers, the conducting of language development activities in the classroom and more specific and closely supervised training of volunteers.

The volunteers indicated there were a number of positive changes in carrying out their role particularly with helping students learn better English. Volunteers were generally satisfied with the training they had received and indicated there were a number of rewards they had experienced through participation in the Program. On the other hand, there were some concerns about volunteers assisting on a regular basis, working with more than one child at a time, and improved communication between teachers and volunteers.

Analysis of TOLD-P scores showed that students had made significant gains in standard scores in all sub-test, irrespective of grade; from fall to spring. Because these are standard scores, these gains reflect gains that were made independent of student maturation. Significant gains were seen in three sub-tests in Kindergarten and two sub-tests in Grade 1. There were increases in average Pre-Primary scores but they were not large enough to be considered statistically significant. These finds indicate that students' oral language skills have generally increased after being in the program, particularly in kindergarten, somewhat in Grade 1 but not significantly in Pre-Primary.

Volunteers and the Language Development Teacher are spending most of their time working with Kindergarten students. Volunteers gave about the same number of sessions per student in all grades, but the Language Development Teacher gave more sessions to Pre-Primary students. (Only true in Year 1)

The lack of a control group precludes the possiblity of determining what effect the sessions have had on student scores. The analysis indicates that the Language Development Teacher and volunteers are generally working more with students who had low Fall TOLD-P scores. The gains in student standard scores support the contention that the Program has had a positive impact on students' oral vocabulary.

Greenway Language Development Program
1987-88

A. Action Plan

1. The program will continue on a half-time basis.

2. The Language Development Teacher will work every afternoon providing direct service to students in pre-primary and grade 1. As well she will train, program for, and supervise volunteers for these students.

3. The Volunteer Coordinator will work days 2,4, and 6, spending 3 hours per cycle at Principal Sparling and the remainder at Greenway. In addition to recruiting and coordinating volunteers for the Language Development Program, she will coordinate all volunteers working at Greenway.

4. The Resource Teacher will share with the Language Development teacher the responsibility for volunteers working with kindergarten children. These children will not receive direct service from the Language Development teacher.

5. The objectives for the Language Development Program in 1987-88 include:

   i) To provide service to students as follows:

      a) The Language Development teacher will work with 25-30 preprimary and grade 1 children in small groups, twice a week for 30 minutes per session;

      b) an activity-based whole language approach will be used utilizing integrated themes related to children's classroom programs;

      c) concept development will be emphasized using the Boehm strategies and other classroom materials.

      d) kindergarten students will receive no service from the Language Development teacher. However, she will assist the Resource Teacher to program for and supervise volunteers for kindergarten students.

   ii) To train, program for and supervise volunteers so that they can provide effective service to students.

      a) along with the skills taught in our regular training program, a special session will be developed to assist volunteers to more effectively complete their reports on time spent with students;

      b) the report form will again be re-structured to limit the use of buzz words and ellicit more useful information.

c) an observation checklist will be developed and completed on each volunteer every 8-10 weeks, or as needed.

iii) To communicate effectively with teachers so that they will be well-informed about the program and their students progress in it.

a) Written reports as per last year's program will continue to be made to the classroom teacher by the Language Development teacher and the Volunteers.

b) Meetings will be called by the Language Development teacher as follows:

1. September
   - to discuss the program's objectives and action plan for the coming year,
   - to identify problems and their solutions,
   - to identify the best time for the program's evaluation surveys,
   - to discuss the results of last year's evaluation.

2. January
   - to review the objectives and their accomplishment to date.
   - to identify problems and their solutions.

3. April
   - to review the objectives and their accomplishment to date,
   - to identify problems and their solution,
   - to begin pre-planning for the coming year.

iv) To identify and acquire multi-lingual materials for the school library for parental use in order to:

a) encourage the use of the family's first language in the home,

b) encourage family pride in its ethnic roots,

c) encourage and support multi-culturalism in the community.

v) To utilize available funds to acquire materials that are consistent with programs goals, objectives and teaching strategies.

B. Response to Recommendations

1. The program will be continued but with a number of considerations.

i) The program will continue on a half-time basis as per the stated Action Plan.

2. School staff to be surveyed once only and at a mutually convenient time for both staff and evaluators.

   i) The greatest problems related to the teacher surveys have been imposed on us by the Division, notably the number of surveys and the amount of time that teachers have been given to respond to them.

   ii) In our September meeting, teachers will be asked to identify the most convenient week in the spring for them to be surveyed. This information will be immediately conveyed to the Research Department for their consideration.

   iii) We request of the Research Department a committment to identify the Survey Period as soon as possible and to give teachers sufficient lead time by having the required documents in their hands a minimum of three weeks before they are due.

   iv) The Research Department should note that the frustrations imposed on teachers by these problems have, in our opinion, significantly affected the kinds of responses that teachers have made in the past.

3. There be a system for improving the channels of communication among program staff, volunteers and classroom teachers.

   i) It must be noted that significant changes were made in the 1986-87 year to improve channels of communication and that teachers have expressed satisfaction with them. These changes included:

      a) the form used by volunteers to report on their activities with students was restructured to elicit more information;

      b) this form was handed by the volunteer to the classroom teacher to be read and commented on, and then was passed to the Language Development teacher for further comments. The form was then reread by the volunteer on her/his next visit and then filed in the student's file;

      c) the Language Development teacher gave each classroom teacher a written report detailing the content, teaching strategies and student responses after each lesson with that teacher's students.

      d) the number of meetings called by the Language Development teacher with classroom teachers was cut back significantly in response to their request.

The Action Plan details further changes to be made this year.

4. The problems identified in the evaluation regarding the volunteers be reviewed by the school with possible consideration for the following:

   i) quality of English grammar.

      a) Volunteers have been carefully screened from the beginning for the quality of their grammar. Most teachers and other staff remain satisfied with the result. If a problem exists, it is probably due to differing expectations.

   ii) Training and supervision of volunteers.

      a) Volunteers have from the beginning been offered two half-day training sessions given by our program as well as access to the Division's workshops. In the past, those who have attended both sessions have been effective and well prepared. This year we will have stricter expectations regarding attendance at these workshops. High School students, in particular will not be allowed to participate unless they have attended our two workshops.

      b) We will develop an observation checklist which will be completed on each volunteer every 8 weeks and will be discussed with them.

      c) We will continue the system of having volunteers fill in written reports on their activities which the classroom teacher and the Language Development teacher will respond to.

   iii) Longer committments from volunteers.

      a) In the past the minimum committment was 10 weeks. This will be increased to 16 weeks because we have found that children who received a minimum of 16 weeks volunteer time made notable progress.

   iv) Trained teacher aides rather than volunteers to work with the children.

      a) It must be noted that this program was set up with volunteers as a control to the ESY project, in part to establish a basis from which to evaluate the relative effectiveness of volunteers versus teacher-aides. Since we have had no feedback from the Research Department on the results of this comparison, we have no basis on which to make such a significant change to our program.

5. During the next year of the Program, there should be renewed efforts to involve parents more in the program.

   i) The Language Development program was cut back to 1/2 time in 1986-1987 and will continue as such in 1987-88. Accordingly, responsibility for parental involvement was deemed of lesser priority than direct service to students and volunteers. This cannot change unless more teacher time is restored

YEAR 4

WINNIPEG SCHOOL DIVISION
PRINCIPAL SPARLING SCHOOL
LANGUAGE DEVELOPMENT PROGRAM
PR-SD1-14

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: Erika Kreis
SCHOOL DIVISION: Winnipeg No. 1
SCHOOL: Principal Sparling

LANGUAGE DEVELOPMENT PROGRAM

DESCRIPTION OF NEED

Average Income	$11,437.00
Mobility	26.4%
Single Parent	18.8%

PROGRAM OBJECTIVE

To provide intensive, individual English language programming for identified Nursery, Kindergarten and Special Needs children.

To plan, develop, implement and monitor the program as a team consisting of the principal, classroom teachers, resource teacher, withdrawal teacher, Child Guidance Clinic support personnel, indigenous aides and recruited volunteers.

To provide professional development that will enrich and expand the team's knowledge in the area of language development. (see attached)

PROJECT DESCRIPTION

Students are identified through E.I.P. results, classroom/resource teacher referral and C.G.C. recommendation.

Students are screened through use of formal tests to provide baseline data against which progress can be evaluated.

Students are paired with ethnic aides/volunteers who will provide individualized language programming according to students' needs under Resource Teacher and C.G.C. supervision.

Ongoing professional development is provided for aides and volunteers who are implementing the program.

RENEWALS
PROJECTS REQUESTING 4TH YEAR FUNDING

RESPONSE TO EVALUATION RECOMMENDATIONS

1) The school team consisting of classroom teachers, principal, C.G.C. personnel, resource team, ethnic aides and volunteers meets on a monthly basis to discuss progress of students, materials and ongoing concerns.
2) Classroom teachers meet on a regular basis to discuss the ongoing progress of the students in the program with the aides, while the resource teacher observes in the classroom.
3) The Early Childhood Consultant for the school, Maureen Rodniski, is currently evaluating the language development materials that have been purchased.
4) Aides and volunteers provide separate written summaries following each session.

Recommendations and Progress Report are attached.

ACTUAL COST 87/88

ME Contribution		Division Contribution	
Materials:	$ 1,000.00	**Materials:**	
Personnel:	$11,500.00 & $120.00 P.D.	**Personnel:**	

REQUESTED BUDGET 88/89

ME Contribution		Division Contribution	
Materials:	$ 1,000.00	**Materials:**	
Personnel:	$12,900.00 & $600.00 P.D.	**Personnel:**	

TOTAL PROJECT COSTS: $14,500.00

COMMENTS/CONTINGENCIES

That during the upcoming year, the results of the Principal Sparling program approach be analyzed and contrasted with the Early School Years approach to determine the most effective language intervention model.

STAFF RECOMMENDATIONS

Based on the inner city characteristics data of Principal Sparling School, staff request further direction from the Panel.

PRINCIPAL SPARLING SCHOOL
Language Development Program

PROGRAM OBJECTIVE

To provide a library of books, magazines, games etc. which will be available for all parents to extend their insights into parenting skills as related to language development.

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 28, 1987

REGION: Urban

SCHOOL DIVISION: Winnipeg School Division No. 1

SCHOOL: Principal Sparling

RENEWAL: 3rd Year

NEW:

PILOT:

REQUEST: $13,500.00

PROJECT: Language Development Program

FILE NO: PR-SD1-14

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

Panel recommends funding to a maximum of $13,620.00 for the 1987-88 school year. Two .5 ethnic aide positions at $5,750.00 each (pending salary discussions with Winnipeg No. 1), $1,000.00 in materials and $1,120.00 maximum for professional development. Funding contingent upon receipt of a plan for professional development by July 15, 1987. A progress report which includes the list of professional development activities and the implementation of recommendations to be submitted by April 15, 1988.

RECOMMENDATION: $13,620.00

RECOMMENDATIONS

On the basis of the information presented in this report, the following recommendations were made:

1) that there is a need for the program
2) that the program continue
3) that the program staff initiate a process to have regular, frequent meetings
4) that a process be initiated to increase interaction with classroom teachers
5) that the level and quality of materials now at the school be determined by appropriate Division personnel
6) that sessions with the ethnic aides and volunteers be recorded seperately for each student
7) that the school identify the relative merits of aide time versus volunteer time

S.B.O.—6-59

3-143

THE WINNIPEG SCHOOL DIVISION No. 1

Principal Sparling SCHOOL

March 7, 1988

TO: Mr. Al Krahn
Assistant Superintendent
(Elementary)

FROM: Mrs. Orysia Velychko, Principal
Mrs. Madeline Davidson, Resource Teacher

RE: Language Development Program Proposal - 1988-89

Please find attached our proposal for the Language Development Program submitted on behalf of Principal Sparling School.

MD:sp
Att.

[illegible] ion No. 1
R[illegible]ED
MAR 7 1988
SUPERINTENDENT'S DEPT.

3-144

LANGUAGE DEVELOPMENT PROGRAM PROPOSAL

1988-89

Submitted on behalf of
Principal Sparling School
by:

Orysia Velychko
Principal

Madeline Davidson
Resource

Winnipeg School Division No. 1
RECEIVED
MAR 7 1988
SUPERINTENDENT'S DEPT.

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DESCRIPTION OF NEED

Language skills are recognized as a necessary prerequisite for a child to experience academic success. A significant number of Nursery and Kindergarten children at Principal Sparling School do not have adequate language skills, as identified by the Early Identification Program. Many of our students spend their early developmental years in a non-English speaking environment. Of our students, approximately 45, or roughly, one half are candidates for systematic language programming to enhance their opportunity to achieve educational success. Out of 75 students in the Nursery and Kindergarten classrooms there are 34 Filipino students, 9 Portuguese, 7 Native, 1 Chinese and 1 East Indian student.

GOALS AND OBJECTIVES OF LANGUAGE DEVELOPMENT PROGRAM

1. To identify Nursery, Kindergarten and Low Enrolment children who have limited language skills.

2. To provide a specific developmentally sequenced program to facilitate language development.

3. To ensure that the program provides regular opportunities to develop and strengthen a student's receptive and expressive language skills by activity involving the students in a variety of experiences.

4. To plan, develop, implement and monitor the program as a team, including the Principal, classroom Teachers, Resource Teacher, Resource Withdrawal Teacher, C.G.C. Support Personnel (S & H), indigenous aides and recruited volunteers.

5. To provide a home visit for Nursery and Kindergarten children in the program to explain the goals and objectives of the Language Development program and the specifics of the child's language needs, and to suggest strategies for language development.

6. To provide professional development that will enrich and expand the teams' knowledge in the area of language development.

7. To provide a library of books, magazines, games, etc. which is available for all parents to extend their insights into parenting skills as related to language development.

DESCRIPTION OF PROGRAM

1. Implementation Sequence

1. Student Identification through E.I.P. results, classroom/resource/resource withdrawal teacher referral and C.G.C. recommendation.

2. Screening Procedure - use of formal tests (TOLD, Boehm Test of Basic Concepts) to provide baseline data against which progress can be evaluated.

3. Prepare an individual developmentally sequenced program for each identified student.

4. Pairing of student with indigenous aides according to nationality, if applicable (Portuguese or Filipino)/volunteers/resource withdrawal teacher who provide language experiences according to students' needs. Resource Teacher acts as co-ordinator of program.
5. Periodic re-evaluation of students' progress against baseline data and ongoing consultation with teachers re: student progress/program recommendations/ongoing concerns.
6. Ongoing professional development for aides and volunteers who are implementing the program is co-ordinated by the Resource Teacher. At this time new materials are introduced and explained.

LANGUAGE DEVELOPMENT MATERIALS

The materials have generated great enthusiasm and support for the Language Development Program as they have been chosen co-operatively by the school team.

There is an ongoing process of cataloguing language development materials related to themes. The school library resources and "hands on" activities are also specified for use of materials.

Materials are being incorporated into classroom programs on a rotating basis.

The Language Development materials are closely monitored and are inventoried on a regular basis by the Language Development aides.

Our school Librarian provides materials related to the theme being developed on an ongoing basis. These are kept in the Resource Room.

The Early Childhood Consultant for Principal Sparling, Maureen Rodniski, is currently evaluating the Language Development materials that have been purchased.

LANGUAGE DEVELOPMENT PROGRAM DELIVERY

The interaction between the child and the aide/volunteer is guided by the following:

1. Development of receptive and expressive vocabulary around themes.
2. Development of basic concepts utilizing Boehm materials.
3. Development of receptive skills such as listening, vocabulary, concepts through story reading.

LANGUAGE DEVELOPMENT PERSONNEL

	Responsibilities
1. Classroom Teachers	
In school	- identification of students - ongoing participation in programming to ensure carryover of skills/concepts learned. - incorporate materials into classroom program. - provide feedback to resource team.

2. Resource Team

Resource Teacher and Resource Withdrawal Teacher

- identification of students.
- baseline data collection and grouping of students according to skill needs (one month required).
- ongoing communication re: program and students' progress
  a. monthly meetings with total school team.
  b. days 2, 4, 6 meetings with aides, volunteers.
  c. Resource Teacher observation of children in classroom environment while in classroom.
- co-ordination of program.
- ensuring that ongoing professional development/training for aides/volunteers occur on a regular basis.
- Resource Teacher with school aides provides information to the parents about the program via letters, a parent information meeting, and a home visit.
  - the goals and objectives of the program are explained to the parents and the specific areas of weaknesses are discussed.
  - the library of materials and books is explained to the parents.
  - this aspect of the program is generally carried out after school hours as the majority of the parents are at work during the day.

3. Indigenous Aides

Filipino Aide - ½ time
Portuguese Aide - ½ time

- assist in native language assessment under supervision of Resource and C.G.C. team.
- provide direct service to identified students to foster students' vocabulary, concept and expressive language development.
- act as liason with parents by providing home visits to Filipino and Portuguese children in the program to explain goals and objectives of program and specifics re: individual child.
- participate in professional development program as co-ordinated by the Resource Teacher.
- maintain inventory of materials in Language Development program.
- set up detailed record-keeping for each child in the program.
- provide a written summary following each session.

4. Volunteer Co-ordinator	- recruit volunteers for program. - provide information re: scheduling to school. - provide volunteers with information re: training sessions.
5. Volunteers	
10 Active Volunteers 2 Faculty Students	- provide direct service to students. - work with identified students to foster students' vocabulary, concept and expressive language development. - are responsible to the Resource Teacher.
6. Child Guidance Clinic	
S & H Clinician	- identification of students included in program. - assistance in ongoing program development. - provides ongoing professional development/training for aides/volunteers/ school team. - provides consultation and assessment re: select "at risk" students.
7. Early Childhood Consultant	- assistance in ongoing program development. - provides ongoing professional development/training for aides/volunteers/ school team. - responsible for evaluating Language Development materials.

The Language Development Program is successful in meeting our originally stated goals. The in school results have indicated that the program, as designed, has met our identified objectives in the following ways:

1. A specific developmentally sequenced program is now in place to address the language needs of children identified by the Early Identification Program.

2. Classroom Teachers are supportive of the program as they can see the ongoing development of their children's self-confidence and self-esteem. Since the implementation of the program, classroom teachers have been aware of the improvement in the areas of receptive and expressive language.

3. The Language Development materials are well utilized by both the school team and classroom teachers, who incorporate the materials, ideas and ongoing strategies.

4. Parents have been made more aware of the benefits of the program through a parents' night and the implementation of a home visitation program to explain the goals and objectives of the program and individual specifics to parents.

5. A parents' lending library of books, magazines and games has been initiated to foster language development in the home and is broadly utilized.

6. An ongoing program of professional development has been initiated to extend and develop skills of aides responsible for individual programming. (see Appendix A)

7. The school team meets on a monthly basis to discuss progress of students, materials and ongoing concerns.

BUDGET REQUEST

Salary (Filipino aide - ½ time) (Portuguese aide - ½ time)	$ 12,900.00
Materials for parental outreach (magazines, books, games)	1,000.00
Professional Development	600.00
	$ 14,500.00

BUDGET BREAKDOWN

Sept. - Dec. '88

Salary	$ 5,200.00
Materials	400.00
Professional Development	240.00
	$ 5,800.00

Jan. - June '89

Salary	$ 7,700.00
Materials	600.00
Professional Development	360.00
	$ 8,700.00

Appendix A

PRINCIPAL SPARLING

PROFESSIONAL DEVELOPMENT TRAINING RECORD

Times: 9:00-9:30 A.M./1:00-1:30 P.M. - Days 2, 4, 6 - ongoing consultation provided by the Resource Teacher for aides and volunteers

Date	Topic	Presenter
16.9.87	Developmental Stages of Language Suggestions for Programming.	M. Rodniski Early Childhood Consultant
18.9.87	Home Visitation Program Implementation	Karen Seiler Early Years Project Manager (1 Hour)
6.10.87	Language Development for Young Children	Kathy Gerylo C.G.C. - S & H Clinician (2 Hours)
13.10.87	Hands on Experiences: The Talking Tools	Kathy Gerylo C.G.C. - S & H Clinician
19.10.87	Language Development: An Overview	Kati Dawson Early Childhood Consultant
20.10.87	The Talking Tools: Part II	Kathy Gerylo C.G.C. - S & H Clinician
21.10.87	Reading to Children	Maureen Rodniski Early Childhood Consultant
23.10.87	Joan Tough Materials	Kati Dawson Early Childhood Consultant
4.10.87	Sequencing Tasks for Language Development	Kathy Gerylo C.G.C. - S & H Clinician
13.11.87	Language Development Materials	Kathy Gerylo C.G.C. - S & H Clinician
1.12.87	Wordless Picture Books	Kathy Gerylo C.G.C. - S & H Clinician

29.1.87	Hands on Conference	
30.1.88	Lord Roberts School Developing Language Comprehension Strategies Book Making	Jack Booth Publisher's Representative Gordon Williamson L.A. Consultant
5.2.88	Using the Magnetic Way for Language Development New Materials	David Weiss Publisher's Representative
9.2.88	Using Wordless Picture Books to Develop Language	Kathy Gerylo C.G.C. - S & H Clinician
11.2.88	Language Development Program Review	Maureen Rodniski Early Childhood Consultant
12.2.88	New Materials for Language Development Part I	Maureen Rodniski Early Childhood Consultant
17.2.88	Sand and Water Play	Kati Dawson Early Childhood Consultant
22.2.88	New Materials Part II	Maureen Rodniski Early Childhood Consultant

Appendix B

OBJECTIVES RE: AIDES' INVOLVEMENT IN THE LANGUAGE PROFESSIONAL DEVELOPMENT

1. To provide time to do intensive, individual language programming for children in the program.
2. To allow for attendance at workshops, conferences and training sessions related to language development.
3. To participate in the language development program as part of the school team having input from the Principal, Classroom Teachers, Resource Teacher and C.G.C. Support Personnel.
4. To focus on extending the language development program in the community by involving parents in learning the techniques and skills necessary to do language development in the home.
5. To visit other language development aides (e.g. The Early School Years Project) to observe a variety of language development techniques.
6. To visit the Home Language Assistant(s) (Early School Years Project) to observe techniques to implement at Principal Sparling in a home visiting program).
7. To participate in a parents' night to demonstrate techniques used in the program which are applicable to the home.

Appendix C

IMPLEMENTATION OF PROFESSIONAL DEVELOPMENT PROGRAM

1. Aides have been provided with ongoing sessions and have attended workshops and conferences related to language development. (see attached list Appendix A).

2. Aides have developed techniques/skills in native language assessment - skills in fostering identified students' vocabulary, concept and expressive language development with Resource, C.G.C. supervision and consultant's input.

3. The Principal Sparling school team (Principal, Classroom Teachers, Resource Teachers, C.G.C. Personnel and Aides meet monthly to discuss ongoing student progress, program concerns, review new materials and receive professional development.

4. A parents' night was held in October to explain the goals and objectives of the Language Development Program. The aides demonstrated techniques used in the program which could be used by parents.

5. The Early School Years Project was visited for assistance in implementing a Home Visitation Program.

6. A Home Visitation Program has been implemented to explain the specific goals and objectives for each student, who is working with the child, when and for how long and give suggestions for language development at home. The program is implemented by the aides and the Resource Teacher.

7. Aides have acted as a liason with the community to provide techniques/skills for parents, and have acted as interpreters for class interviews when required.

8. Classroom Teachers meet on a regular basis to discuss the ongoing progress of the students in the program with the aides, while the Resource Teacher observes in the classroom.

9. Classroom Teachers participate in programming to ensure carryover of skills/concepts learned.

10. The Resource Teacher meets with aides and volunteers from 9:00-9:30 A.M., or 1:00-1:30 P.M. on Days 2, 4, 6 to discuss the ongoing progress of students in the program and to provide ongoing training.

11. The Resource Teacher initiated a home visitation program and a parents' night for parents of children in the program.

12. The Speech and Hearing Clinician (C.G.C.) provided assistance in ongoing professional development for aides.

13. The S & H Clinician has provided inservice training to Language Development volunteers.

Appendix D

RATIONALE FOR ADDITIONAL FUNDING REQUEST RE: LEARNING ASSISTANTS

1. The number of children in the program (36 in Nursery and Kindergarten) dictates that some children are seen one or two times per cycle. Increased funding would provide more time to address identified specific language needs for individuals.

2. Learning assistants have been provided with ongoing sessions related to language development. Increased funding would provide for continued professional development for the learning assistants.

3. The Principal Sparling school team (Principal, Classroom Teachers, Resource Teacher, C.G.C. Personnel and Learning Assistants)meet regularly (monthly). The team strongly supports the need for increased funding for additional aide time for the Language Development Program.

4. A home visitation program has been initiated to extend the Language Development Program in the community by involving parents in the program. The parents of children in Nursery and Kindergarten are being visited by the learning assistants and the Resource Teacher to explain the goals and objectives of the program and address parents questions/concerns. Because of the learning assistants' concern over the lack of time available for individual programming for the students and the fact that many parents work, many of the visits are scheduled in the evening. The visits are approximately ½ hour per visit, not including travel time, and are done voluntarily by the aides on their own time.

The aides are responsible for setting up record-keeping for the Language Development Program and keeping an ongoing check on the Language Development inventory.

YEAR 4

WINNIPEG SCHOOL DIVISION

KING EDWARD SCHOOL

LANGUAGE DEVELOPMENT PROGRAM

PR-SD1-200

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: Erika Kreis
SCHOOL DIVISION: Winnipeg No. 1
SCHOOL: King Edward

LANGUAGE DEVELOPMENT PROGRAM

DESCRIPTION OF NEED

Average Income	$8,238.00
Migrancy	58.9%
Single Parent	43.5%

PROGRAM OBJECTIVE

To provide an enriched pre-school experience which focuses on language development.

To facilitate the use of language by the children in the classroom.

PROJECT DESCRIPTION

*To enrich the classroom environment by providing two language development aides in the Nursery and Kindergarten classrooms who work under the direction of classroom teachers;

*Language Development Aides :

- assist in developing classroom materials which foster language development;
- use centres to encourage communication between adult and students and students and students;
- record and appraise children's language;
- reinforce language usage and skills throughout the school day.

RENEWALS
PROJECTS REQUESTING 4TH YEAR FUNDING

RESPONSE TO EVALUATION RECOMMENDATIONS

1) Both the Nursery and Kindergarten teachers are new to the program and have provided a list of appropriate role playing materials.
2) Both aides attend monthly Early School Years meetings for Language Development Aides. Two workshops on Facilitating and Directing Language of Young Children and Sand and Water Play have been attended.

Recommendations and Progress Report are attached.

ACTUAL COST 87/88

ME Contribution
Materials: $ 1,000.00
Personnel: $23,000.00

Division Contribution
Materials:
Personnel:

REQUESTED BUDGET 88/89

ME Contribution

Materials: $ 1,000.00
Personnel: $25,800.00 & $200.00 P.D.

Division Contribution

Materials:
Personnel:

TOTAL PROJECT COSTS: $27,000.00

COMMENTS/CONTINGENCIES

That during the upcoming year, the results of the King Edward program approach be analyzed and contrasted with the Early School Years approach to determine the most effective language intervention model.
That direct consultative support be provided in order to strengthen the professional development components of the program.

STAFF RECOMMENDATIONS

Based on School Division priorities, staff recommends that this program be funded. Further that the above contingencies be included.
That a progress report be submitted April 15, 1989.
The progress report to include a detailed description of the training program implemented in '88-89.

3-160

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 28, 1987

REGION: Urban

SCHOOL DIVISION: Winnipeg School Division No. 1

SCHOOL: King Edward

RENEWAL: 3rd Year

NEW:

PILOT:

REQUEST: $24,000.00

PROJECT: Language Development Program

FILE NO: PR-SD1-200

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

Panel recommends funding to a maximum of $24,000.00 for the school year 1987-88 only. $23,000.00 for two aide positions pending salary discussions with Winnipeg No. 1 and $1,000.00 materials. This final year of funding will coincide with the completion of the Early School Years project. Funding contingent upon workshops in language development as stated in recommendation #3.

RECOMMENDATION: $24,000.00

appropriate scores with the possible exception of the Fall Listening Skills Score which was lower. All Spring subsection scores fell within the fourth developmental age span (5.6 to 6.5 years) except the Spoken Language (Use) which was within the third developmental (4.6 to 5.5 years) span.

RECOMMENDATIONS

On the basis of the evaluation, it is recommended that:

1. The Language Development Aides continue to be assigned to the Nursery and Kindergarten classrooms.
2. That appropriate role playing materials be provided for the students in the Program to facilitate language usage.
3. There be more release time allotted for attendance at workshops and inservices in order that Aides be updated and informed on ideas for promoting language development in the classroom.
4. Students continue to be assessed on measures of Language Development in order to monitor their progress over time.

KING EDWARD COMMUNITY SCHOOL
825 SELKIRK AVE.
WINNIPEG, MAN.
R2X 2Y6

BARRY BERGER B.A. M. Ed.
PRINCIPAL

TELEPHONE
586-8361

TO: Mrs. P. E. Clarke
Superintendent of Inner City Education

FROM: B. Berger
Principal

RE: Proposal for the Extension of Early School Years Project Aides
One Year Period

King Edward School has participated in the Early School Years Project since its inception. Our part in the overall project was to employ one Nursery and one Kindergarten aide to work with children under the guidelines and training of the Early School Years Project Manager. Originally, our Nursery and Kindergarten teachers were granted time to be involved in meetings and training, but this was deleted from our grant this past year. (It was deleted the second year of the project also, but I received permission to include teachers in some of the lead teacher meeting by substituting our materials budget for teacher professional development release time).

The King Edward Early School Years teachers found participation in the project extremely useful due to the training they received and the use of trained language development aides.

The following are some of the reasons: (These were listed in a submission we made to Mr. A, Krahn last year to both report our experiences and ask for an extension at that time.)

1. Trained aides consistently allowed for the freedom of movement through centres to promote proper developmental language usage and encourage communication.

2. Trained aides allowed for the continual recording and appraising of childrens' language. Language samples are helpful with completing of E.I.P.'s and allow for the focus of specific areas of language in terms of help needed.

NOTE: (This was not done on an "Early School Years Project Method" basis this year due to a misunderstanding we had as to the terms of our project extension. We will begin this again should the project be extended. The Nursery and Kindergarten teachers, as well as the Nursery Aide, are new this year and will require orientation and training, hopefully through the Project Manager.

3. Trained aides helped in the development of classroom materials used in fostering language development. These materials were developed through constant discussions between teachers and aides. They would use their observations and experiences with the children to formulate learning materials.

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4. A more formalized small group and individualized instruction system can take place with a trained aide in the classroom.

5. The reinforcement of language usage and skills through activity centres was an important use of the language development aide. Children could be consistently encouraged to express their particular ideas. As the school year progressed, the language development team would make decisions regarding the extension of similar activities in each work area of the clasroom with a veiw to increasing the verbal descriptions asked of each child relative to their particular level of development.

6. The encouragement of proper language usage and communication skills did not always take place in special activities special centres. These took place at any time throughout the day because the aides were trained to recognize the teachable moment in terms of conversation and language with the children.

The points mentioned above were reviewed with the new teachers and aide to the program this year. They are in agreement with them. They are also in agreement with the instituting of all recommendations in the evaluation done by the Research Department last June. We, in fact, are operating on three of the recommendations. (The recording by aides needs to be done if we can get an orientation session with the Project Manager for the new teachers).

We hope to be included in the continuation of the project under the liaison and guidance of the Project Manager. We realize that the Manager is very busy and we are asking for more duties to be added. However, because of the new staff, I feel that this is necessary for King Edward Community School to continue successfully in the program.

Should you agree to include our school in the continuation of the Project, I will arrange to meet with the Project Manager to work out details for King Edward staff training and will take whatever responsibility deemed necessary for the successful continuation of our portion of the project.

cc Karin Seiler
Project Manager
Early School Years Project

R. Chopek, Kindergarten Teacher
F. Vickar Lazer, Nursery Teacher

BB/gr
23/03/88

THE WINNIPEG SCHOOL DIVISION NO. 1
Superintendent's Department

COMPENSATORY SUPPORT PROGRAM
1988/1989 PROPOSAL

LANGUAGE DEVELOPMENT PROGRAM
KING EDWARD SCHOOL

Background

The Language Development Program at King Edward School has received Compensatory Funding since 1985. In May, 1987, the amount of $2,400.00 was approved for the 1987/88 school year. The recommendation sheet from Manitoba Education is attached.

Program Objectives

i) To provide an enriched pre-school experience which focuses on language development.
ii) To facilitate the use of language by the children in the classroom.

Proposal

The Winnipeg School Division is requesting continued funding for the 1988/89 school year to provide two language development aides for the Nursery and Kindergarten classrooms involved in the project.

The Language Development Program at King Edward facilitates the use of language by using teacher aides trained in language development in a number of ways such as the:

i) development of classroom materials used - fostering language development.
ii) use of centres to encourage communication between adult and students; students and students.
iii) recording and appraisal of children's language
iv) reinforcement of language usage and skills throughout the school day.

The Language Development Aides work under the direction of the classroom teachers. They will receive training through the Early Schools project. The project at King Edward School is also part of the Early School Years Project and is used as a control setting.

Evaluation

A detailed evaluation was conducted in the 1986/87 school year. The recommendations for this evaluation have been instituted this year and a progress report has been submitted on the 1987/88 school year (attached). The program is continuing to be evaluated as part of the Early School Years project evaluation but a progress report will also be submitted at the end of the 1988/89 school year. The progress report will include:

i) Name of Project
ii) Objective of the Project
iii) Outline of any program changes that have occured
iv) Any supplementary questions/changes requested by Panel or as agreed to by Manitoba Education, Winnipeg School Division No. 1
v) Summary of Activities
vi) Submission of any units of work developed.

LANGUAGE DEVELOPMENT PROGRAM
PROGRESS REPORT - YEAR III
KING EDWARD COMMUNITY SCHOOL
1988

1. NAME OF PROJECT

Language Development Program.

2. OBJECTIVE OF THE PROJECT

To provide an enriched preschool experience which focuses on language development.

To provide the use of language in the classroom.

3. OUTLINE OF ANY PROGRAM CHANGES THAT HAVE OCCURRED

New Classroom teacher.

4. ANY SUPPLEMENTARY QUESTIONS/CHANGES

Requested by Panel or as agreed by Manitoba Education, Winnipeg School Division No. 1.

5. REPORT OF IMPLEMENTATION OF RECOMMENDATIONS

Many appropriate role playing materials are provided for the students to facilitate langage development. Permanent centres which are essential for fostering language and communication:

- block centre
- housekeeping centre
- sand
- water
- construction toys
- puzzles and manipulative toys
- rotating interest centres
    - store
    - fire station
    - doctor's office, hospital
    - hairstyling shop
    - others like the above
- carpentry table
- puppets

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It is essential that release time be alloted so that aides can attend workshops and inservices to obtain ideas on how to promote langage development in the classroom. Because of a miscommunication problem at the beginning of the year, the aide did not attend any workshops. Since then, the situation has been rectified and the aide is now again attending workshops.

Workshops attended thus far:

February 3, 1988 - Facilitating & Directing Language of Young Children

- Kati Dawson

February 19, 1988 - Sand & Water Play

- Kati Dawson

6. SUMMARY OF ACTIVITIES

The physical environment of the classroom consists of various learning centres which are changed or rearranged at various times throughout the year. The room allows for a variety of activity centres to be introduced during the year.

The Kindergarten program at King Edward School is based on childrens' developmental needs.

The emphasis in planning is to create a stimulating learning environment to meet the needs af each child.

Plans are very flexible and permit the teacher to respond to unscheduled intervention. Plans are also based on the immediate observation of childrens' development and learning needs.

Rigid, time-allocated lesson plans are avoided because of their confining nature.

....3

Language Development Program

The teacher is familiar with the sourcebook Early Childhod: A Time For Learning, A Time For Joy, and the curriculum guides. They are used as a basis for establishing activity based learing.

The use of themes is quite broad and emphasizes what the teacher believes the children will find interesting. The themes integrate material from all areas of the curricula.

A minimum of one hour of uninterrupted free choice play is provided. Kindergarten children learn best through play. They are given sufficient and adequate time to pursue self-initiated activities.

A minimum of time is spent on whole-group oral language activities and on whole group instruction. Children develop oral language best in situations that are meaningful to them. Thus, there is much emphasis placed in situations where the teacher or aide is in a small group situatuion or on a one-to-one basis, pursuing meaningful communication with the children.

The language development aide becomes a vital factor in the promotion of the use of language in the classroom. With an enrollment of over 20 children, providing an enriched school experience and focusing on language development becomes quite restrictive.

Teacher directed, whole group situations are spent on activities such as:

-physical activities
-music and singing
-stories
-films
-library visits
-games

....4

Small groups are loosely formed and readily changed according to needs. Again, the use of small groups becomes quite restricitve without the help of an aide trained in developing the use of language.

*A list of training by the language aide in Year III is included.

The primary objective of play activities was the development of listening and speaking skills. The Kindergarten program at King Edward School places a very high value on the acquisition of these skills. Communication is stressed very highly. Providing an aide makes achieving the goal of language development much easier.

Following are the basic activities that are provided for most of the year:

-play with large blocks and manipuilative
-dramatic play
-sandplay
-water play
-listening library
-exploration and discovery
-art construction
-small manipulatives
-woodworking carpentry
-special interest such as:
    -dramatic play
    -computers
    -cooking and food preparation
    -creative writing centres
    -puppets
    -arts and crafts
    -field trips

When the aide or teacher is in a centre with a small group or individual child, the emphasis is on asking questions, getting children to talk and verifying comprehension.

(2) instructing, explaining, demonstrating.

(3) conversing, encouraging sponteneous expression, answering questions.

(4) praising, encouraging, comforting.

(5) engaging in games or activities.

....5

Language Development Program

It is the contention of the Kindergarten program that play-activity sessions are the best vehicles for oral language development. Having two adults in the classroom facilitates the development and makes it easier to provide stimulating, enriched experiences.

The Kindergarten activities maximize the opportunity for oral language development.

7. Submission of any units of work developed.

Very difficult to provide.

Submitted by: Ron Chopek, Kindergarten Teacher, March 16, 1988

3-171
Nursery

LANGUAGE DEVELOPMENT PROGRAM

PROGRESS REPORT - YEAR III

KING EDWARD COMMUNITY SCHOOL

1988

1. King Edward Community School "Early School Years" Language Development Project.

2. The project's objective has been to enhance the level of language skills and competencies in the childrens early years of school.

3. In years I and II, the nursery had the addition of a paraprofessional who was being trained "on the job" by the classroom teacher and by attendance and participation at inservices. These inservices were planned and chosen according to the needs expressed by Early School Years personnel. In year III, the trained aide took other employment and was replaced by a person with many years background in the area of early childhood, first as a volunteering parent, and later as a teacher aide.

   Both the Nursery and Kindergarten teachers are new to the project, but by no means new to early childhood education.

   Due to the above changes, some miscommunication resulted in lack of aide time spent at inservice and training sessions. This has been corrected since the late fall.

4. Attendance at inservices has been increased and aides will continue to further their understanding of child development, specifically, language acquisition and usage.

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5. It was apparently recommended that more role playing items be provided for the children. It should be noted, therefore, that the children have used the box climber, blankets, large and small blocks, the playhouse, large boxes and cylinders and a variety of dress-up materials to become community workers, restaurant managers, homemakers, teachers, robots, astronauts, fishermen and women as well as babies, brothers, sisters and parents. It was also recommended that the language development aides be given release time to attend inservices. This has been done since the hiring of a full-time language aide for year III of the project. Misunderstanding and miscommunication led to some difficulties in carrying this out from the beginning of the year, but this problem has been overcome.

   The language development aide in nursery had attended the following:

   February 3, 1988 - Facilitating & Directing Language of Young Children

   - Kati Dawson

   February 19, 1988 - Sand & Water Play

   - Kati Dawson

6. The language development aide makes possible the variety of activites offered to the children and helps enhance language development by playing alongside children who have chosen to be at a particular activity

....3

The children are sometimes taken to the schoolyard to experience activities in nature. These activities are best done with a samll group of children so that language can go back and forth between adult and children.

When the teacher plans an activity for the class, it is often done in two groups, ie. the teacher plays a game with a group while the aide plays another game with a diffe~~r~~rent group.

She may assist a child in selecting an activity based on the child's abilities and desires and then remain with the child to bring out language, teach the various aspects and parts of the game, assist the child in trying a new experience and give praise and encouragement whenever possible. When a child expresses a desire to create something with art materials, empty boxes etc., this is expanded upon and assistance in planning and carrying out the project are given by the aide.

A sandbox and waterplay table are provided and the language development aide or teacher spend time at these, listening to and talking with children as well as recording samples of language of individual children.

Language samples and various methods of observation are used to obtain information for programming for specific needs.

....4

Language Development Progam

The language development aide is a valuable addition to our time in the gym, as she can spend time with children, helping them to feel comfortable and individual, bringing out language.

The aide helps children focus on and plan what they are doing at the carpentry bench, whether it is simply sanding a piece of wood or making an elaborate structure.

The aide can also spend time reading to a child or small group if someone has shown that interest during free play time, or when all the children are looking at books as they first arrive at school.

The aide also enhances language by participating in food experiences-either preparation of food or the daily snack time which becomes an excellent opportunity to talk about food, home, and experiences outside the classroom.

On field trips, it is invaluable to have an aide who is able to draw upon and expand the horizons of the childrens' language. We have been to the fire hall and Children's Museum as well as neighbourhood walks. Planned trips include the Children's Festival, grocery stores, a neighbourhood day care, picnics in the park, a visit to the teacher's home, MacDonalds Restaurant, a pizza place, a farm and others, dependent upon the ever changing interests of the children.

The Early Years Language Development Aide is an integral part of the nursery program at King Edward School. She assists in virtually every aspect of the class and is, therefore, an invaluable resource.

Submitted by: Faye Vickar Lazer, Nursery Teacher, March 16, 1988

YEAR 4

MARYMOUND SCHOOL

TRANSITION TO A SECOND CHANCE

PR-SD10-023

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban Non-Winnipeg
M.E. STAFF PERSON: C. Loeppky
SCHOOL DIVISION: Seven Oaks No. 10
SCHOOL: Marymound

TRANSITION TO A SECOND CHANCE

DESCRIPTION OF NEED

Previously established - and by the nature of the institution.

PROGRAM OBJECTIVE

To coordinate and facilitate the re-integration of Marymound School students into the community school system.

PROJECT DESCRIPTION

A .5 staff person funded by M.E. provides support to students identified for transition into community schools. Staff visits the potential receiving school and conferences with relevant educational and support staff. Staff works with the student, using materials from the receiving school to prepare him/her for the transition. Student phases into new school with constant support provided by transition coordinator.

RENEWALS
PROJECTS REQUESTING 4TH YEAR FUNDING

RESPONSE TO EVALUATION RECOMMENDATIONS

Students reintegrated into community schools - 25
Transitioned into Marymound - 11
Currently in transition program (March/87) - 6

ACTUAL COST 86/87

ME Contribution		**Division Contribution**	
Materials:		**Materials:**	
Personnel:	$13,800	**Personnel:**	$13,800.

REQUESTED BUDGET 87/88

ME Contribution		**Division Contribution**	
Materials:		**Materials:**	-
Personnel:	$14,100	**Personnel:**	$14,100.

TOTAL PROJECT COSTS: $28,200.

COMMENTS/CONTINGENCIES

1) The program changed greatly over its two years. There were changes in administration and project personnel that were managed well, minimizing the effect on the program
2) The Seven Oaks School Division has not agreed to process the grant dollars in 1987-1988

STAFF RECOMMENDATIONS

M.E. staff recommends funding for two years at $14,100 per year for .5 transition coordinator positon. Interim report to be submitted by April 15, 1988 and an evaluation report April 15, 1989.

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Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 28, 1987

REGION: Urban

SCHOOL DIVISION: Seven Oaks S.D.#10

SCHOOL: Marymound

RENEWAL: 3rd Year

NEW:

PILOT:

REQUEST: $28,200.00

PROJECT: Transition Program

FILE NO: PR-SD10-23

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

Panel recommends funding for two years at $14,100.00 per year for .5 transition coordinator position and that Marymound continue to contribute to expand the position to full-time. Annual progress reports to be submitted April 15, 1988 and April 15, 1989.

RECOMMENDATION: $14,100.00

YEAR 3

WINNIPEG SCHOOL DIVISION #1

3RD YEAR PROJECTS

PAGE #	SCHOOL	PROJECT	FILE #	REQUEST	PANEL REC.
4-180	Division Wide	Ethnic Workers	1-370	$11,100	-
4-188	Division Wide	Research Assistant	1-248	$30,000	-
4-192	River Elm	Parent Resource Centre	1-274	$26,500	-
4-196	Pinkham	Parent Resource Centre	1-272	$26,500	-
4-201	Argyle	Pre-Employment Training Program	1-328	$52,000	-

4-180

YEAR 3

WINNIPEG SCHOOL DIVISION

CHILD GUIDANCE CLINIC

ETHNIC WORKERS

PR-SD1-370

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: Suni Matthews
SCHOOL DIVISION: Winnipeg School Division #1
SCHOOL: Child Guidance Clinic

DESCRIPTION OF NEED

Student Population in core area has increased numbers of immigrant and refugee students - e.g.: in 1981 for 22% of student population Daniel MacIntyre was their first school in Canada. 37% referred students - ESL. Great demand for Child Guidance Clinic services in ESL areas.

PROGRAM OBJECTIVE

To hire two ethnic workers to serve as resources to the present Child Guidance Clinic Service delivery team consisting of psychologist, social worker, special clinician and reading clinician.

PROJECT DESCRIPTION

1) To provide knowledge to professionals re: various cultural differences and needs of immigrant.
2) To assist in bilingual assessments and the development of diagnostic tools.
3) To provide reliable interpreter services.
4) To work with case manager in crisis intervention.
5) To work closely with existing ethnic organizations and resources and act as agency liaison.
6) To act as therapeutic agent within families and such individuals serving as a mediator for adoptions and role model re: social skills and problem solving.
7) To assist parents in understanding the school system.

RESUBMISSION
PROJECTS REQUESTING 3RD YEAR FUNDING

PROGRAM EVALUATION SUMMARY
(All funding requests for projects ending Year II should include a copy of the completed evaluation.)

Refer to Division's response to panel's contingencies.

ACTUAL COST Jan. - Dec. 1988

ME Contribution
Materials:

Personnel: $49,734.88

Division Contribution
Materials:

Personnel:

REQUESTED BUDGET Jan. - June 1989

ME Contribution
Materials:

Personnel: $11,100.00

Division Contribution
Materials:

Personnel:

TOTAL PROJECT COSTS: $11,100.00

COMMENTS/CONTINGENCIES

Funding for this project was approved in November 1987 for the calender year 1988. To ensure continuity in the program and to develop consistency with other projects funded in the Division through compensatory support programs, the Division is requesting that this program be approved in principle for the period Jan. - June 1989. Refer to attached recommendation of November 1987.

STAFF RECOMMENDATIONS

Staff is requesting that Panel provide direction.

Manitoba

Education **Inner City Initiatives**

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

4–183

DATE: November 19, 1987

REGION: URBAN

SCHOOL DIVISION: WINNIPEG SCHOOL DIVISION NO. 1

SCHOOL: CHILD GUIDANCE CLINIC

RENEWAL: X

NEW:

PILOT:

REQUEST: $47,822.00

PROJECT: ETHNIC WORKERS

FILE NO: PR-SD1-370

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That Manitoba Education fund two ethnic worker positions to a maximum of $47,822.00 ,1.00 each) plus allowances for salary increases (to a maximum of 4%) for the calendar year 1988. That the Division confirm by letter its commitment to including the two workers in th_ agency's budget the following year. Further, that the Division develop a plan of how it serves the refugee population from other ethnic cultures. This plan is to include a training model for Ethnic Workers with the cultural groups being identified. That Manitoba Education staff be supportive and involved in planning such an effort. This plan to be in place for April 15, 1988. A progress report to be submitted October 15, 1988.

RECOMMENDATION: $49,734.88

Dec 14/87

DIVISION PLAN

ETHNIC WORKERS

COMPENSATORY SUPPORT PROGRAM

COMMUNITY ETHNIC WORKER PROGRAM

CHILD GUIDANCE CLINIC

Proposed Plan

In response to the contingencies outlined by the Compensatory Support Program Adjudication Panel related to the Community Ethnic Worker program, the following proposed plan has been developed.

Background

The multicultural nature of the inner city requires that clinical services be developed to appropriately meet the needs of the community. The increased need for these services is becoming more obvious as ethnocultural factors become more predominant in the social problems of the inner city, most of which result in school referrals to the Child Guidance Clinic.

At present, two community workers (Portuguese/Laotian):

- provide knowledge to professionals regarding the various cultural differences and needs of immigrants
- assist in bilingual assessments and the development of diagnostic tools
- provide reliable interpreter services
- work with case manager in crisis intervention
- work closely with existing ethnic organizations and resources and act as liaison between the community and the individual agency
- act as a therapeutic agent within families, and with individuals as a mediator for adaptations and role model to social skills and problem solving
- assist parents in understanding the school system

Results from a 1987 formal evaluation of the Ethnic Community Workers program indicated that the "community workers were more than sufficiently fulfilling all of the seven specific roles."

The report recommended that:

1. "The Ethnic Community Worker Program be continued".
2. "More Ethnic Community Workers are needed including those for other ethnic communities."

This proposal includes recommendations to continue to develop and provide culturally appropriate clinical services to meet the needs of the multicultural environment and serve the Aberdeen, Gordon Bell, Daniel McIntyre, and St. John's Units at the Child Guidance Clinic.

A SERVICE TO OTHER IDENTIFIED ETHNIC CULTURES

In order to address the need to provide clinic support to other identified ethnic cultures, the following strategies have been proposed:

1. Hiring professionals from various ethnic communities as they become available
2. Developing a culturally relevant support base for clinical services by hiring additional ethnic community workers
3. Providing a professional development program to increase cultural awareness of the professional staff at the Child Guidance Clinic
4. Advocating for training programs to clinically train community workers, ie. Refugee Community Worker training program or Winnipeg Education Centre programs
5. Working in close liaison with the Community Liaison Officers hired by the Division

The Winnipeg School Division will be submitting a proposal to Core Area Initiatives to request funding to support three additional positions:

- two bilingual Native Community Workers (English/Cree, English/Saulteaux)
- one bilingual Vietnamese Worker (Chinese/Vietnamese)

The community workers presently employed at the Child Guidance Clinic have provided an excellent service which has allowed clinicians to bridge cultural gaps and make services more relevant to various ethnic groups. Discontinuing these services would have a negative impact on the service delivery system for the following reasons:

1) Both workers are involved in clinical work with assigned cases. Should the services presently provided be discontinued, approximately 90 cases would have to be reassigned to the clinicians at the Child Guidance Clinic. The clinicians already have heavy caseloads and the services provided would not be culturally relevant. Increased time would be required to obtain, train, brief, and debrief interpretors and could result in an actual reduction in clinical services to these specific populations.

2) Both workers provide more than interpretor services and have completed a two-year clinical training program certified by the Department of Continuing Education, University of Manitoba. In addition, the workers have attended courses in crisis counselling, wife abuse, and alcohol and drug counselling.

3) Both work as integral members of clinical teams resulting in excellent communication and easy access to crisis intervention services.

4) Both are integral members of their communities with leadership roles. The bridging services they provide result in increased awareness of clinical services, access to community supports and prevention programming. Without these links, the services provided could not be proactive and preventive.

B TRAINING MODEL

The Winnipeg School Division will advocate for the reintroduction of the Refugee Community Worker training program to provide training for any future community ethnic worker positions.

In addition, existing and any future community ethnic workers will be provided the opportunity to attend counselling workshops organized by the Division in such areas as child abuse, crisis counselling, alcohol and drug abuse, and suicide prevention.

As previously indicated, the existing community ethnic workers have completed a two-year clinical training program cerfified by the University of Manitoba and have taken courses in crisis counselling, wife abuse, and alcohol and drug counselling.

YEAR 3

WINNIPEG SCHOOL DIVISION

DIVISION WIDE PROGRAM

RESEARCH ASSISTANT

PR-SD1-248

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: C. Loeppky
SCHOOL DIVISION: Winnipeg #1
SCHOOL: Division Wide

RESEARCH ASSISTANT

DESCRIPTION OF NEED

The Winnipeg Division is required to submit evaluations and/or reports on all of the Compensatory Education programs. In order to assist the Division in the compilation of data and analysis for evaluations, a research assistant is required. The Division in 1988-89 is embarking on several new programs that will require extensive evaluation designs.

PROGRAM OBJECTIVE

To provide personnel to assist in the design of evaluations, the collection of data, the analysis of data and the completion of written reports.

PROJECT DESCRIPTION

The Winnipeg Division in the past two years has received grants to fund two positions for their research department.

The research assistants provide support to the Division in carrying out the evaluation requirements of the Compensatory Education Support program.

The request for the year 1988-89 has been reduced to one staff position.

The research department will be focusing on the implementation of evaluations that are broader in scope than those presently undertaken.

RESUBMISSION
PROJECTS REQUESTING 3RD YEAR FUNDING

PROGRAM EVALUATION SUMMARY
(All funding requests for projects ending Year II should include a copy of the completed evaluation.)

A report that outlines the program, the evaluation activity, and the amount of time spent on the projects will be submitted to Manitoba Education

ACTUAL COST 87/88

ME Contribution **Materials:**		**Division Contribution** **Materials:**	
Personnel:	$50,000.	**Personnel:**	

REQUESTED BUDGET 88/89

ME Contribution **Materials:**		**Division Contribution** **Materials:**	
Personnel:	$33,000.	**Personnel:**	

TOTAL PROJECT COSTS: $33,000.

COMMENTS/CONTINGENCIES

Panel commented in 1987-88 that the funding for Research Assistance to Winnipeg would end June/88. In view of the evaluation requirements of the compensatory education program, and the number of programs in Winnipeg, staff are recommending funding of 1 position.

STAFF RECOMMENDATIONS

That Manitoba Education fund the Research Assistant Position to a total of $33,000.00 for the school term 1988-89, and that a report be submitted on April 15, 1989 that outlines the projects that were evaluated, and the length of time spent on the projects.

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 28, 1987

REGION: Urban

SCHOOL DIVISION: Winnipeg School Division No. 1

SCHOOL: Division Wide

RENEWAL: 3rd Year

NEW:

PILOT:

REQUEST: $52,000.00

PROJECT: Research Assistance

FILE NO: PR-SD1-248

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

Panel recommends funding to a maximum of $50,000.00 for the school year 1987-88 and that a list of projects evaluated with information regarding time spent on each project be submitted by April 15, 1988. In addition, that M.E. and Division personnel discuss requirements of individual progress report and evaluation. This is the final year of funding.

RECOMMENDATION: $50,000.00

YEAR 3

WINNIPEG SCHOOL DIVISION

RIVER ELM SCHOOL

RIVER ELM PARENT RESOURCE CENTRE

PR-SD1-274

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: Astrid MacNeill
SCHOOL DIVISION: Winnipeg #1
SCHOOL: River Elm

PARENT RESOURCE CENTRE

DESCRIPTION OF NEED

Average Income	$11,759.00
Mobility	31.3%
Single Parents	31.4%

PROGRAM OBJECTIVE

To strengthen, support and provide needed resources to parents of preschool children so that the overall development of pre-school children can be realized. The program is preventative in nature, fostering good parenting skills and providing opportunity for family support systems to be established. The centre provides a meaningful link between school and community.

PROJECT DESCRIPTION

The River Elm Resource Centre includes:
- Parent/Child Drop-In Centre
- Parent Resource & Children's Library
- Toy Lending Library
- Programs, Activities, Workshops to meet parent/community identified needs.

The Parent Board has become an incorporated body and has been actively playing a leadership role in the management and planning of the Centre.

The Centre is open from Monday - Friday, 9:00-12:00 and 1:00-4:00 and Monday and Tuesday evenings.

RESUBMISSION
PROJECTS REQUESTING 3RD YEAR FUNDING

PROGRAM EVALUATION SUMMARY
(All funding requests for projects ending Year II should include a copy of the completed evaluation.)

The role of the Parent Board has increased with its incorporation. The Centre's programs are parent-initiated and include activities that enhance the parent-child relationships. Activities and workshops include both social and educational components that promote leadership and community identity. Resources within the toy lending library and parent resource library are updated and utilized effectively. Attendance is satisfactory. Outreach to include ethnic groups is being planned.

ACTUAL COST 87/88

ME Contribution
Materials: $ 1,175.00
Personnel: $15,682.00 (Jan-June/88)

Division Contribution
Materials:
Personnel:

REQUESTED BUDGET 88/89

ME Contribution
Materials: $ 2,500.00
Personnel: $24,000.00

Division Contribution
Materials:
Personnel:

TOTAL PROJECT COSTS: $26,500.00

COMMENTS/CONTINGENCIES

In the November 16, 1987 meeting the Adjudication Panel recommened that future funding for Parent/Child Centres will be contingent upon discussions between the Minister of Education and Community Services and the Winnipeg School Division No. 1 regarding long-term funding issues for the Centres.

The operation of the Centre has been changed from 12 months to 10 months per year.

That user patterns and statistics be documented and submitted with final report.

STAFF RECOMMENDATIONS

That Manitoba Education fund this project to a maximum of $26,500.00 for salary and program costs for the period September, 1988 to June, 1989.

That a progress report be submitted in April, 1989.

That long-term funding issues continue to be discussed at the appropriate levels.

Manitoba

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Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: November 16, 1987

REGION: URBAN

SCHOOL DIVISION: WINNIPEG SCHOOL DIVISION #1

SCHOOL: RIVER ELM SCHOOL

RENEWAL: X

NEW:

PILOT:

REQUEST: $17,857.00

PROJECT: RIVER ELM PARENT RESOURCE CENTRE

FILE NO: PR-SD1-274

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

Panel recommends funding of $17,857.00 be granted the River Elm Parent Resource Centre to cover salary costs for the co-ordinator position (15,682.00) and materials (at 1,175.00) for the school year January to June, 1988. Panel recommends a letter be sent requesting the Minister of Education to initiate discussion with Community Services and the Winnipeg School Division #1 regarding long-term funding for Parent/Child Centres. Future requests for funding are contigent upon these discussions.

RECOMMENDATION: $17,857.00

WINNIPEG SCHOOL DIVISION

PINKHAM SCHOOL

PINKHAM PARENT RESOURCE CENTRE

PR-SD1-272

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: Astrid MacNeill
SCHOOL DIVISION: Winnipeg No. 1
SCHOOL: Pinkham

PINKHAM PARENT RESOURCE CENTRE

DESCRIPTION OF NEED

Average Income	$9,720.00
Mobility	52.5%
Single Parent	35%

PROGRAM OBJECTIVE

To strengthen, support and provide needed resources to parents of pre-school children so that the overall development of pre-school children can be realized. The program is preventative in nature, fostering good parenting skills and providing opportunity for family support systems to be established. The Centre provides a meaningful link between the school and community with parents assuming more leadership roles.

PROJECT DESCRIPTION

The Pinkham Parent Resource Centre includes:
Parent/Child Drop-In Centre;
Parent Resource and Children's Library;
Toy Lending Library;
Programs, Activities and Workshops to meet parent/community identified needs.

An active Parent Committee assumes much of the responsibility in the management and planning of the Centre so that a sense of ownership has been established. Parent leadership skills are developed and utilized. Board development is ongoing as plans to become "incorporated" proceed, and is seen to enhance the process of community identity and participation.

The Centre is open Monday to Friday, 9:00 a.m. - 12:00 p.m. and 1:00 p.m. - 4:30 p.m. on a drop-in basis.

RESUBMISSION
PROJECTS REQUESTING 3RD YEAR FUNDING

PROGRAM EVALUATION SUMMARY
(All funding requests for projects ending Year II should include a copy of the completed evaluation.)

See attached.

ACTUAL COST 87/88

ME Contribution
Materials: $ 4,400.00

Personnel: $26,136.00

Division Contribution
Materials:

Personnel:

REQUESTED BUDGET 88/89

ME Contribution
Materials: $ 2,500.00

Personnel: $24,000.00

Division Contribution
Materials:

Personnel:

TOTAL PROJECT COSTS: $26,500.00

COMMENTS/CONTINGENCIES

See attached.

STAFF RECOMMENDATIONS

That Manitoba Education fund this project to a maximum of $26,500.00 for salary and program costs for the period September 1988 to June 1989.

That a progress report including user patterns and statistics be submitted in April 1989.

That long-term funding issues continue to be discussed at the appropriate levels.

PINKHAM SCHOOL

Parent Resource Centre

PROGRAM EVALUATION SUMMARY

The Pinkham Parent/Child Centre has facilitated many programs which enhance the parent-child relationship. Programs are designed for parents and children to participate together while some are designed especially for parents. All programs are parent-initiated, and with Centre staff, parents are involved in the planning and setting up of the events. Parents have also facilitated activities. Attendance has increased due to the success of the programs and active recruitment of families in the community. The incorporated Board of Directors provides leadership in the community and school. Some parents have become volunteers in the school, working with children. The Centre has helped make the school a more viable and visible component in the community.

COMMENTS/CONTINGENCIES

1) In the November 16, 1987 meeting, Adjudication Panel recommended that future funding requests for Parent/Child Centres will be contingent upon discussions between the Ministers of Education and Community Services and the Winnipeg School Division No. 1 regarding the long-term funding issues for the Centres.

2) Child & Family Services of Central Winnipeg has approved funding for a Program Assistant from April to August 1988 at $18,600.00 x 5/12 = $7,750.00 and operating costs from September 1988 to March 1989 at $12,500.00 x 7/12 = $7,291.67, therefore the funding total comes to $15,041.67. Beginning September 1988 through to March 1991 a total of $12,500.00 yearly will be granted to the Centre for operating costs (see attached letter).

3) A change in the operation of the Centre has been from 12 months to 10 months in which the Centre will be open.

4) That user patterns and statistics be documented and submitted with a final report.

Manitoba 4-200

Education
Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 28, 1987

REGION: Urban

SCHOOL DIVISION: Winnipeg School Division No. 1

SCHOOL: Pinkham

RENEWAL: 2nd Year

NEW:

PILOT:

REQUEST: $30,536.00

PROJECT: Parent Resource Centre

FILE NO: PR-SD1-272

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

Panel recommends funding of $30,536.00 (Personnel - $26,136.00 and Materials - $4,400.00). A final evaluation to include a response to the recommendations in the interim report to be submitted April 15, 1988.

RECOMMENDATION: $30,536.00

YEAR 3

WINNIPEG SCHOOL DIVISION

ARGYLE HIGH SCHOOL

ARGYLE PRE-EMPLOYMENT TRAINING PROGRAM

PR-SD1-328

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: Astrid MacNeill
SCHOOL DIVISION: Winnipeg #1
SCHOOL: Argyle High

DESCRIPTION OF NEED

Mobility	120.8%
Single Parent	73.5%

PROGRAM OBJECTIVE

To provide appropriate job skills, attitudes, specific job training and related studies to allow students a reasonable chance of seeking and securing employment or further education. The program focuses on enhancing the chances of these students becoming independent and contributing members of society.

PROJECT DESCRIPTION

The positions of Work Experience Coordinator and Life Skills Trainer are required in the Argyle Pre-Employment Program which combines the theoretical base of the classroom with the practical experience of the workplace in four distinct components:

1) in school and community based work simulations
2) academic and lifeskills preparation
3) community based work experiences
4) job funding clubs run by the program

RESUBMISSION
PROJECTS REQUESTING 3RD YEAR FUNDING

PROGRAM EVALUATION SUMMARY
(All funding requests for projects ending Year II should include a copy of the completed evaluation.)

Assisting students in the transition from school to work or further education is accomplished by providing strong group and individual supports, effective pre-employment training sessions and work experience. The variety of work experiences offered, the combination of structured and less structured components of the program service to retain students who have had past difficulties becoming involved or committed to work or studies. Increased business partnerships afford the program greater community support and enhance opportunities for students. 1988 Progress report includes actions taken on recommendations of evaluation.

ACTUAL COST 87/88

ME Contribution
Materials: $ 8,220.00

Personnel: $46,700.00

Division Contribution
Materials:

Personnel:

REQUESTED BUDGET 88/89

ME Contribution
Materials:

Personnel: $52,000.00

Division Contribution
Materials:

Personnel:

TOTAL PROJECT COSTS: $52,000.00

COMMENTS/CONTINGENCIES

Panel recommendation in the May, 1987 meeting was that Manitoba Education continue to fund the salaries for the work experience co-ordinator and lifeskills trainer for the school year 1988-89 contingent upon the Division assuming material costs.

This project has received Compensatory funding since 1986. Prior to that it was funded for 2 years by Core Area Initiative Education Support Services program.

STAFF RECOMMENDATIONS

That in accordance with Panel's decision of May 28, 1987, Manitoba Education funds a maximum of $52,000.00 for the salaries of the work experience co-ordinator ($31,000.00) and lifeskills trainer ($21,000.00) for the school year 1988-89 contingent upon the Division assuming material costs.

That an Annual Report be submitted in April, 1989.

Manitoba

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Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 28, 1987

REGION: Urban

SCHOOL DIVISION: Winnipeg School Division No. 1

SCHOOL: Argyle

RENEWAL: 2nd Year

NEW:

PILOT:

REQUEST: $54,924.00

PROJECT: Pre-Employment Program

FILE NO: PR-SD1-328

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

Panel recommends funding of $54,924.00 for the school year 1987-88 (personnel - $46,700.00; materials - $8,220.00). That M.E. continue to fund the salaries for the work experience coordinator and lifeskills trainer for the school year 1988-89 contingent upon the Division assuming material costs. An annual progress report to be submitted April 15 of each year.

RECOMMENDATION: $54,924.00

YEAR 2

WINNIPEG SCHOOL DIVISION #1

2ND YEAR PROJECTS

PAGE #	SCHOOL	PROJECT	FILE #	REQUEST	PANEL REC.
5-206	Division Wide	Parent Resource Assistant	1-423	$24,500	-
5-210	Hugh John Macdonald	Challenge Program	1-424	$19,630	-

YEAR 2

WINNIPEG SCHOOL DIVISION

PARENT RESOURCE ASSISTANT

INNER CITY SCHOOLS

PR-SD1-423

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: C. Loeppky
SCHOOL DIVISION: Winnipeg #1
SCHOOL: Inner City

PARENT RESOURCE ASSISTANT

DESCRIPTION OF NEED

Parent involvement in the Inner City is crucial to an increase in the academic performance of students. A variety of methods need to be employed in order to encourage parent involvement, to help parents become knowledgeable about the school system, and to assist parents in helping their children at home with the learning process.

PROGRAM OBJECTIVE

To assist in the identification of local school-community parenting needs and interests.

To develop school-community programs which would be used to further educate parents with regards to child development, parenting skills and other interests.

To work with parents to provide additional skills in the areas of parenting and to further reinforce the idea of parents as teachers.

To assist parents in gaining more self-confidence in their role as parents and teachers.

PROJECT DESCRIPTION

This program has one staff person who is responsible for support for the parent components of the Early School Years Project, for assisting the Parent/Child centres in the development of Parent Boards, and in matters related to funding, and to assist other schools in the Inner City in the establishment of Parent Education programs. The Parent Resource Assistant works under the immediate direction of the Early School Years Project Manager.

RENEWALS
PROJECTS REQUESTING 2ND YEAR FUNDING

RESULTS TO DATE

The Year Two evaluation cycle will be used to report on the program.

YEAR II EVALUATION PLANS

A progress report will be submitted for the 1988-89 school term. In addition to this, an extensive evaluation will be available in the summer of 1988.

ACTUAL COST 1987/88

ME Contribution

Materials:
Personnel: $19,306.16

Division Contribution

Materials:
Personnel:

REQUESTED BUDGET 1988/89

ME Contribution

Materials:
Personnel: $24,500.00

Division Contribution

Materials:
Personnel:

TOTAL PROJECT COSTS: $24,500.00

COMMENTS/CONTINGENCIES

The salary level requested is a 21% increase from the previous year.

STAFF RECOMMENDATIONS

That the Parent Resource Assistant Program be funded to a total of $19,306.00 + 3% = $20,586.00 for the school year 1988-89 with a progress report to be submitted on April 15, 1989.

PROGRESS REPORT : PARENT RESOURCES ASSISTANT APRIL 1988

Resposibilities to the Early School Years Project :

Pinkham School :

I.) chaired the committee and assisted in delivering the Multi-cultural Festival at Christmas (whole school)

II.) worked with the principal and ceda worker in developing a community initiated lunch program for 88/89

III.) participated in a Parent Open House in the ESY classroom

IV.) assisted in planning a Games-Making Workshop for parents and children

V.) assist staff and parents in allocating funds to print and distribute Pinkham Parents' Folktale Book

Victoria Albert :

I.) participated in Meet-the-teacher Parent Information Session for ESY classroom

II.) assisted in planning a Christmas Concert and Craft-Making Workshop

III.) assisted in planning a parent program on Parenting For Effective Discipline

IV.) assist in ESY classroom at various field trips (increasing parent contact)

V.) assist in planning a Games Workshop in June '88

Strathcona School :

I.) participated in Meet-the-teacher Parent Information Session for ESY classroom

II.) assisted in planning Halloween Concert and Games-Making Workshop

III.) assisted in planning a parent program on How Children Learn; The Reading and Writing Process

IV.) assisted in planning a Christmas Craft Workshop

V.) assisted in planning a Math Skills Workshop for parents (whole school)

VI.) assisted in planning a follow-up to the Math Skills Workshop for parents and children

VII.) assist in planning follow-up to the Reading and Writing Workshop for parents

VIII.) assist in planning a Spring Toy & Games-making Workshop

IX.) initiated a Parent Program Committee at Strathcona School (acted as chairperson.) it has now developed into a whole school committe

* There has been a significant increase in the attendance at Parent Programs over the last year. This was the most difficult component of the Early School Years Project to implement. However,

...2.

over the last three years it has grown into an essential, integral part of the project.

Resources for staff and parents at the project schools :

I.) responsible for maintenance and expansion of Parent/Staff Resource Library and Files
II.) responsible for production and distribution of the Early School Years Handbook
III.) responsible for on-going record-keeping and evaluation of all parent programs

Responsibilities to the Parent/Child Centres :

I.) help facilitate Parent Board Training Program by :
- securing funding
- assist in locating trainers and setting-up training sessions

II.) assist parent boards and staff in preparing and presenting funding proposals and presentations
III.) assist in planning and delivering Professional Development training for Parent/Child Centre staff
(contact people : Co-ordinators of Parent/Child Centres)
IV.) providing information to visitors re : Parent/Child Centres and the Early School Years Project

Responsibilities to Inner City Schools :

I.) Mulvey School : worked with community volunteers to set-up a toy-lending library (contact person : L. Leveille)
II.) have made contact with staff at Margaret Scott, Greenway, and David Livingstone to explore the possibility of assisting in the development of Parent Programs next year
III.) Principal Sparling : shared resource materials for use in Parent Programs (contact person : Maddie Davidson)
IV.) shared resource material for Wolseley School parent programs (contact person : Erika Kreis)
V.) Sargent Park : met with nursery teacher to act as a resource for initiating a toy-lending library out of their school (contact person : Carol Warona)
VI.) Strathcona School : worked with librarian to identify multicultural and native resource materials to purchase with a 2,000.00 grant for inner city schools

ESL Program for Families :

I.) allocated funding through the Settlement Language Training Program to run a community-based ESL class for immigrant women and their pre-school children.

...3

II.) acted as the Community Co-ordinator for the 5 month program. Duties included :

- identifying students
- hiring staff
- scheduling
- contact person for both staff and funders
- monthly reports
- maintenance of budget (payroll etc.)

Committees :

I.) re : Parent/Child Centres ; sit on committees relevant to responsibilities... (Co-ordinating Committee, Funding Committee, Community Board Development Committee, Personnel Committee)

II.) EIP Parent Resource Committee :

- participated in planning and implementing the Jan.88 Conference

III.) Inner City Advisory Committee :

- act as a member

IV.) work with the Volunteer Co-ordinators :

- planned and implemented meeting for all Winnipeg School Division No.1 Parent Councils (Sept.87)
- assist them at the Volunteer Reception (May 88)

FUTURE DIRECTIONS : PARENT RESOURCES ASSISTANT APRIL 1988

At this time it is felt that the Parent Resources Assistant position will continue to work with the present Early School Years Project schools and the other Inner City schools that have Parent Programs operating ; with the goal of expanding all parent involvement through Parent Programs.

Involvement on all previously identified committees will continue.

This position will continue to act as a resource to all Parent/Child Centres but the level of involvement will continue to decrease as the Parent/Child Centres Advisory Boards develop.

New areas and needs that have been identified throughout the course of the year are as follows :

- contact all parent groups that have applied for EIP grants (as that indicates interest in Parent Resource Programs)
- perform needs assessment with Parent Councils to identify training needs, then work with the Volunteer Co-ordinators to develop a strategy and deliver approximately 4-5 workshops during the 88/89 year.

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: SEPTEMBER 21, 1987

REGION: URBAN

SCHOOL DIVISION: WINNIPEG S.D. #1

SCHOOL:

RENEWAL:

NEW: X

PILOT:

REQUEST: $19,309.16 -

PROJECT: EARLY SCHOOL YEARS - PARENT RESOURCE ASSISTANT

FILE NO: PR-SD1-423

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

Panel recommends that Manitoba Education fund this position for the period of 1987 - 1988 school term.

APPROVED

RECOMMENDATION: $19,309.16

YEAR 2

WINNIPEG SCHOOL DIVISION

HUGH JOHN MACDONALD SCHOOL

CHALLENGE PROGRAM

PR-SD1-424

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: S. Matthews
SCHOOL DIVISION: Winnipeg School Division #1
SCHOOL: Hugh John Macdonald

PILOT CHALLENGE PROGRAM - HUGH JOHN MACDONALD

DESCRIPTION OF NEED

Hugh John Macdonald is an Inner City School of approximately 450 students in grade 7, 8 & 9. The student population is made up of a wide variety of student characteristics. Variables such as ethnic orientation and family support contribute to a wide discrepancy in performance levels.
Feeder schools, 34.9% Victoria Albert; 13.2% Pinkhan; 11.3% Dufferin

PROGRAM OBJECTIVE

Primary goal is to improve the learning environment for all students:
1) to establish a criteria for the identification of students with potential to excel in one (or both) of two major strands: Humanities and Sciences.
2) to develop leadership potential. 3) to involve the staff in the design and implementation of the program. 4) to provide enrichment for all students.
5) to utilize community resources. 6) To heighten awareness in the community of the gifts and talents of Hugh John Macdonald students.

PROJECT DESCRIPTION

Challenge activities will encompass individual small groups and large formats. The program will provide both opportunities for students to get out into the community and the community to come into the school.

Year 1 - Challenge facilitator will work with staff in identifying students. Activities will involve small and large groups. A process will be established for the development of changing talent pool of students.

Year 11 - Plan to increase the open door structure to include more students on a partial involvement basis. Classroom teachers will start to assume more responsibility for the programming as the facilitator branches into new areas.

Year 111 - Facilitator will gradually turn over responsibility to classroom teachers along with support staff. Teachers will utilize challenge activities as a regular part of their program. Challenge Facilitator will develop a written document outlining program.

RENEWALS
PROJECTS REQUESTING 2ND YEAR FUNDING

RESULTS TO DATE

N/A

YEAR II EVALUATION PLANS

N/A

ACTUAL COST Jan. - Dec. 1988

ME Contribution

Materials: $ 6,100.00
Personnel: $23,300.00
P.D. $ 3,000.00

Division Contribution

Materials:
Personnel:

REQUESTED BUDGET Jan. - June 1989

ME Contribution

Materials: $ 4,380.00
Personnel:

Division Contribution

Materials:
Personnel:

TOTAL PROJECT COSTS: $19,630.00

COMMENTS/CONTINGENCIES

Funding for this project was approved in November 1987 for the calender year 1988. To ensure continuity in the program and to develop consistency with other projects funded in the Division through compensatory Support Program the Division is requesting that this program be approved in principle for the period January to June 1989. Refer to attached recommendation of November 1987.

STAFF RECOMMENDATIONS

That Manitoba Education approve in principle the funding of this program for the period Jan 89 - June 89 to a maximum of $19,360.00. This funding to include .5 facilitator at $15,250.00 and materials at $4,380.00. Further that this funding be contingent on the results of the interim evaluation report to be submitted October 15, 1988.

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Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: November 19, 1987

REGION: URBAN

SCHOOL DIVISION: WINNIPEG #1

SCHOOL: HUGH JOHN MACDONALD

RENEWAL:

NEW: x

PILOT:

REQUEST: $32,400.00

PROJECT: HUGH JOHN MACDONALD PILOT CHALLENGE PROGRAM

FILE NO: PR-SD1-424

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That Manitoba Education fund this project for the calendar year 1988 to cover salary for .5 facilitator at $23,300.00, resources and materials at $6,100.00 and Professional Development at $3,000.00 to a maximum of $32,400.00. That the Division submit an interim report by October 15, 1988 which addresses the objectives outlined in the evaluation.

RECOMMENDATION: $32,400.00

NEW

WINNIPEG SCHOOL DIVISION #1

NEW PROJECTS

PAGE #	SCHOOL	PROJECT	FILE #	REQUEST	PANEL REC.
6-215	Pinkham, Strathcona, Victoria-Albert	Early School Years	1-383	$47,900	-
6-221	St. John's	Gifted and Talented Program	1-463	$28,400	-
6-228	St. John's	Peer Tutoring	1-464	$24,100	-
6-236	Cecil Rhodes, Wellington, Norquay, Dufferin, Champlain, (Materials)	Elementary Counselling	1-457	$183,600	-
6-261	John M. King, Mulvey, Wellington	LAP III (Language Devel. & Language Arts Improvement)	1-466	$90,800	-

WINNIPEG SCHOOL DIVISION

EARLY SCHOOL YEARS PROJECT

PINKHAM SCHOOL

STRATHCONA SCHOOL

VICTORIA-ALBERT SCHOOL

PR-SD1-383

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: C. Loeppky
SCHOOL DIVISION: Winnipeg #1
SCHOOL: Pinkham, Strathcona, Victoria-Albert

EARLY SCHOOL YEARS PROJECT

DESCRIPTION OF NEED

The three schools in this project are identified in the category of highest need schools in Winnipeg.

PROGRAM OBJECTIVE

To provide an enriched educational environment for children in Nursery and Kindergarten. The primary focus is on language development and on supporting parents in their involvement in the educational process.

Detailed goals for each program component are listed in the program submission (attached).

PROJECT DESCRIPTION

The Early School Years Project is a pilot project funded jointly by the Winnipeg School Division, Manitoba Education and the Core Area Initiative. The project provides enriched language development classrooms for nursery and kindergarten students through the use of a trained language development aide, and it extends the learning process to children's homes through the use of a home visitor program. The interim results of the program have positive indications, however, the final evaluation will be completed in the summer of 1988. In order to maintain the momentum of the program, one year of funding is requested.

FOR NEW PROJECTS ONLY

YEAR I EVALUATION PLANS

An extensive three year evaluation will be available in the summer of 1988 for the 1988/89 school year. A progress report will be submitted following the format that has been designed.

RESOURCES REQUIRED
ME Contribution

Materials: $ 9,000.00 (Training, materials & supplies)
Personnel: $38,900.00

Division Contribution

Materials:
Personnel: $61,800.00

TOTAL PROJECT COSTS: $109,700.00

COMMENTS/CONTINGENCIES

The interim report of this project has very positive indications as to children's growth in language skills and the meaningful involvement of parents in the learning process of children.

STAFF RECOMMENDATIONS

That a total of up to $47,900.00 ($38,900.00 for personnel and $9,000.00 for materials and supplies) be granted to jointly fund the Early School Years Project at Pinkham, Strathcona and Victoria-Albert for the period of September 1988 to September 1989. That a progress report be submitted on April 15, 1989.

THE WINNIPEG SCHOOL DIVISION NO. 1
Superintendent's Department

COMPENSATORY SUPPORT PROGRAM 1988/1989 PROPOSAL

EARLY SCHOOL YEARS PROJECT

Background

The Early School Years Project has been funded jointly by the Winnipeg School Division, the Core Area Initiatives and Manitoba Education for the last three years. In 1987/88 the Winnipeg School Division provided $72,000.00, the Core Area provided $44,866 and Manitoba Education provided $50,000 (for a total cost of $167,366.00).

Program Objectives

The Early School Years Project was established to provide an enriched educational environment for children in Nursery and Kindergarten. The primary focus is on language development and on supporting parents in their involvement in the educational process of their children. The objectives of the program are outlined below:

Classroom Goals:

i) Develop an educational program which provides direct language interaction between the adults in the classroom and the students. This program will be designed specifically to enhance receptive language skills, expressive language skills and problem solving skills.

ii) Develop an educational program which will enhance the social development of the students. Specific areas to be included are:
   - self-concept
   - attitude towards school
   - classroom behavior
   - child-child interactions
   - child-adult interactions
   - attitude toward learning, and
   - emotional development.

iii) To provide an enriched activity based environment. This would include:
   - development and use of a wide variety of materials
   - enriched training for aides and teachers
   - individualized time spent with direct interaction with students
   - detailed record keeping, and frequent observation of students language development.

The preceding goals are applicable to all Early Childhood Programs in the Winnipeg School Division No. 1. In addition, the classroom component of the Early School Years Project, under the direction of the three Lead Teachers, will provide opportunities for:

- additional trained adults in the classroom to serve as role models to the students
- increased support to teachers by having another trained adult to plan and implement activities, provide additional child observations and participate in record-keeping.

iv) Each school site must develop an Early School Years Team approach and provide a leadership role in their school and community.

Home Learning Program Goals:

In cooperation with the Early School Years Project staff.

i) Develop strategies and activities consistent with the Early School Years Project classroom program, which can be used by parents within the home setting.

ii) a) Establish contact with parent(s) in their home

  b) Develop a working relationship with parent(s) and their child(ren)

iii) Collect, make, purchase and/or borrow materials which can be taken into homes for use by parents.

iv) Informally provide parent(s) with information concerning child development processes and to reinforce the idea that the parent(s) plays an important role in the education of the child.

v) To assist parent(s) in gaining self-confidence in their roles as parents and teachers.

vi) To act as a catalyst in parent-child learning situations.

vii) To provide information and encourage the use of community resources (eg. libraries, parent-child centres, etc.)

The Parent Resources Assistant and Parent Child Centres are complementary parts of the program.

Proposal

The Winnipeg School Division is requesting continued funding for the 1988/89 schol year to provide one Language Development Aide, one Home Learning Assistant position and one Administrative Assistant position and funding for training and materials.

The Early School Years project was originally planned as a pilot project for three years operating in three schools (Strathcona, Pinkham and Victoria-Albert). The project was to have been completed in June 1988. The Winnipeg School Division wishes to review the evaluation of the program in depth prior to deciding future plans for the Early School Years project. The evaluation will not be completed until the summer of 1988. The Winnipeg School Division is requesting an extension of one year to the Early School Years project at the existing sites. The project will continue to be funded jointly by the Winnipeg School Division, Compensatory Fund (Manitoba Education), and the Core Area Initiatives. A submission will be made to the Core Area for continued funding of the Project Manager's position.

Evaluation

The detailed evaluation of the Early School Years project will be completed by the summer of 1988. During 1988/89 the Winnipeg School Division will review and follow-up on the recommendations of the evaluation. A progress report will be submitted at the end of the 1988/89 school year. The format for the progress report is as follows:

i) Name of Project
ii) Objective of the Project
iii) Outline of any program changes that have occured.
iv) Any supplementary questions/changes requested by Panel or as agreed by Manitoba Education, Winnipeg School Division No. 1
v) Report of implementation of recommendations
vi) Summary of Activities
vii) Submission of any units of work developed.

WINNIPEG SCHOOL DIVISION

ST. JOHN'S HIGH SCHOOL

GIFTED & TALENTED PROGRAM

PR-SD1-463

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: S. Matthews
SCHOOL DIVISION: Winnipeg #1
SCHOOL: St. John's High School

GIFTED AND TALENTED PROGRAM ST. JOHN's

DESCRIPTION OF NEED

St. John's High School has a student population of 1400 in grades 7-12. 800 of these students are in 7-9 and come from diverse ethnic and socio-economic and educational backgrounds. Large range of programming already being provided in addition to regular programs. There are three alternative programs for behavioral and attendance problems, six for low enrollment classes for students with academic difficulties, migrancy, ESL, ELDNS and two divisional special education programs L.A.C. and A.C.E.S.

PROGRAM OBJECTIVE

The primary goal is to increase the opportunity for all students at St. John's to achieve their full potential and for teachers to adapt curriculum to meet the needs of students at all levels.

1) to establish criteria for identification of students with potential in Humanities and Services. 2) to involve staff in the design and implementation of program 3) to change school based activities through student activities outside of the school. 4) to utilize community resources 5) develop a bank of resources and materials to enhance programming for students.

PROJECT DESCRIPTION

Phase 1 -Staff identification of students
-Planning and implementing activities for students in both subject area and larger groups
-identification of community and teaching resources

Phase 2 -refining criteria for selection
-expansion of activities; development of implementation of at least one enriched unit in each subject area
-selection and purchase of materials and expanded community involvement.

Phase 3 -continued development and implementation of units in each subject area.
-a gradual increase in responsibility of subject area departments for program and whole staff commitment to the continuation of program on a regular part of their classroom program.

FOR NEW PROJECTS ONLY

YEAR I EVALUATION PLANS

Evaluation plan is included.

RESOURCES REQUIRED
ME Contribution

Materials: $ 5,500.00
Personnel: $22,900.00

Division Contribution

Materials:
Personnel:

TOTAL PROJECT COSTS: $28,400.00

COMMENTS/CONTINGENCIES

STAFF RECOMMENDATIONS

That Manitoba Education fund this program to cover salary for .5 teacher at $22,900.00, materials and resources at $5,500.00, to a maximum of $28,400.00. That the Division submit an interim report April 15, 1989 which addresses the objectives outlined in the evaluation.

6-224

RECEIVED
APR 12 1988
MANITOBA EDUCATION
INNER CITY INITIATIVE

ST. JOHN'S HIGH SCHOOL

PILOT PROGRAM FOR GIFTED AND TALENTED STUDENTS

STATEMENT OF PURPOSE

Support is requested to initiate an enrichment program for students in grades 7, 8 and 9 at St. John's High School.

RATIONALE

St. John's High School is an inner city secondary school of approximately 1400 students in grades 7 to 12. Approximately 800 of these students are enrolled in grades 7, 8 and 9. The wide diversity of ethnic backgrounds, the economic diversity of the area, the varying educational backgrounds of students' parents, the differences in value systems of its various communities all contribute to the need for St. John's to provide to its students a wide range of programming. In addition to its regular programs, the junior high school provides three alternative programs for students with behavioural and attendance problems, six low enrolment classes for students with academic deficits, a migrancy program, an English as a second language program, an English language development for native students program, two Division special education programs (L.A.C. and A.C.E.S.). Because of the diversity noted above there is also the potential for extremely high academic achievement on the part of a large number of students.

The school staff over the past sixteen months have begun the development and implementation of an enrichment program designed to enhance achievement in all subject areas.

GOAL

The primary goal is an increased opportunity for all students at St. John's to work at their level of ability and an enhancement of the self-concept of all students.

A secondary goal is increased ability on the part of teachers to adapt curriculum to meet the needs of students of all levels.

OBJECTIVES

1. To establish in all subject areas criteria for the identification of students with the potential to excel in these areas. Subject areas include mathematics, language arts, social studies, science, art, music, modern languages, native studies, computer awareness, business exploration.

2. To design and implement student activities outside of the school which will enhance school-based activities and which will provide experiences which inner-city families are unable to provide for financial and other reasons.

...... 2

3. To involve all junior high teachers in the design and implementation of enriched units within their classrooms.

4. To design and implement school-wide events and to involve the community in these events.

5. To develop a bank of resources, both material and personnel, which the school can call upon to enhance programming for gifted students.

IMPLEMENTATION

Implementation will require the addition of 0.5 teacher position and the assignment of a teacher to act as program facilitator.

This person would be responsible for co-ordinating the work of all teachers towards the stated goals.

PROGRAM AND TIMELINES

PHASE 1:

1. Identification by subject area teachers of students with particular talents and strengths in that subject area.
2. Planning and implementation of activities for these students in both subject area groups and larger groups.
3. Identification of community resources and teaching resouces which can contibute to the program.

PHASE 2:

1. Development and refinement of criteria for selection of students for the program by subject area teachers.
2. Expansion in the number and kinds of activities planned for the students.
3. Development and implementation of at least one enriched unit in each subject area.
4. Selection and purchase of library materials for the program.
5. Expanded community involvement.

PHASE 3:

1. Continued development and implementation of units in each subject area for gifted students.

......3

2. Continued acquisition of materials and resources.
3. A gradual increase in responsibility of subject area departments for the program and whole staff commitment to the continuation of the program as a regular part of their classroom program.

ROLE AND DUTIES OF PROGRAM FACILITATOR

1. Co-ordination of out-of-school enrichment activities.
2. Assistance to teachers in planning and organizing out-of-school activities which contribute to identified objectives, assistance in planning follow-up activities.
3. Assistance to teachers in the development of enriched teaching units and their implementation in the classroom.
4. Development, in consultation with other teachers, of the criteria for selection.
5. On-going communication with parents/guardians; design of a method of formal reporting to parents.
6. Direct service to students in assisting groups or individuals to plan and carry out special projects.
7. Assistance to librarians and other teachers in obtaining appropriate resource materials.
8. Record-keeping with respect to student participation and activities.
9. In conjunction with administrative assistant, design of a system of accounting for costs and control of program budget.

EVALUATION PLAN

The process of evaluation would follow the process adopted for other compensatory projects within Winnipeg School Division with an interim report after the first year and a final report after the second with attention paid to recommendations of that report in the third year.

Evaluation in each year would focus both on progress towards the stated objectives and the appropriateness of the objectives themselves.

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BUDGET

PHASE 1	Sept. '88 - Dec. '88	Jan. '89 - June '89
.5 teacher	$	$
resources/activities	$ 2,500.00	$ 3,000.00

PHASE 2	Sept. '89 - Dec. '89	Jan. '90 - June '90
.5 teacher	$	$
resources/activities	$ 3,000.00	$ 3,500.00

PHASE 3	Sept. '90 - Dec. '90	Jan. '91 - June '91
.5 teacher	$	$
resources/activities	$ 3,000.00	$ 3,500.00

TOTAL BUDGET

1988	.5 teacher (Sept. - Dec.)	$
	resources/activities	$ 2,500.00
1989	.5 teacher (Jan. - Dec.)	$
	resources/activities	$ 6,000.00
1990	.5 teacher (Jan. - Dec.)	$
	resources/activities	$ 6,500.00
1991	.5 teacher (Jan. - June)	$
	resources/activities	$ 3,500.00
		$

88 03 22

WINNIPEG SCHOOL DIVISION

ST. JOHN'S HIGH SCHOOL

PEER TUTUORING PROGRAM

PR-SD1-464

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: S. Matthews
SCHOOL DIVISION: Winnipeg #1
SCHOOL: St. John's High School

PEER TUTORING PROGRAM

DESCRIPTION OF NEED

St. John's High School has a student population of 1400 in grades 7-12. 800 of these students are in 7 - 9 and come from diverse ethnic and socio-economic and educational backgrounds. Large range of programming already being provided in addition to regular programs. There are three alternative programs for behavioral and attendance problems, six for low enrollment classes for students with academic difficulties, migrancy, ESL ELDNS and two divisional special education programs L.A.C. and A.C.E.S.

PROGRAM OBJECTIVE

To increase individual assistance to grades 7, 8 and 9 students who are experiencing academic difficulties and to build their self-esteem by:

* improving the academic achievement of low achieving students
* strengthening the link between junior and senior high populations at St. John's
* improving the social interactions of both tutors and learners
* assisting teachers in providing instruction in their classrooms
* providing for increased social awareness and responsibility on part of tutors
* enhancing self-confidence of both tutors and learners

PROJECT DESCRIPTION

Implementation of the program requires a 0.5 teacher position and the assignment of a teacher to act as program facilitator. The three year plan includes:

Phase 1	Identification of learners and tutors, training tutors and designing individual programs, establishment of resource pool for this program
Phase II	Increase number of learners and tutors, establishment of formal criteria for selection of learners and tutors, establishment of evaluation of learner progress, increased teacher participation in planning tutor learning interactions.
Phase 111	Formalization of tutor training, increase responsibility of classroom teacher in selection of tutors, planning and monitoring activities and results.

FOR NEW PROJECTS ONLY

YEAR I EVALUATION PLANS

An interim report after the first year will be submitted and a final report after the second with attention paid to recommendations of that report in the third year. Evaluation in each year would focus both on progress towards the stated objectives and the appropriateness of the objectives themselves, the overall design as well as the effectiveness of the training component for tutors and design of the individual programs for the learners.

RESOURCES REQUIRED

ME Contribution

Materials: $ 1,200.00

Personnel: $22,900.00

Division Contribution

Materials:

Personnel:

TOTAL PROJECT COSTS: $24,100.00

COMMENTS/CONTINGENCIES

STAFF RECOMMENDATIONS

That Manitoba Education fund this Program to a maximum of $24,100.00 for the 1988-89 school year to cover salary for a .5 facilitator at $22,900.00, resources and materials at $1,200.00.That the Division submit an interim report by April 15, 1989 which addresses the objectives outlined in the evaluation.

RECEIVED

APR 12 1988

MANITOBA EDUCATION
INNER CITY INITIATIVE

6-231

ST. JOHN'S HIGH SCHOOL

PEER-TUTORING PILOT PROGRAM

STATEMENT OF PURPOSE

Support is requested to initiate a peer-tutoring program for students in grades 7, 8 and 9 at St. John's High School.

RATIONALE

St. John's High School is an inner city secondary school of approximately 1400 students in grades 7 to 12. Approximately 800 of these students are enrolled in grades 7, 8 and 9. The wide diversity of ethnic backgrounds, the economic diversity of the area, the varying educational backgrounds of students' parents, the differences in value systems of its various communities all contribute to the need for St. John's to provide to its students a wide range of programming. In addition to its regular programs, the junior high school provides three alternative programs for students with behavioural and attendance problems, six low enrolment classes for students with academic deficits, a migrancy program, an English as a second language program, an English language development for native students program, two Division special education programs (L.A.C. and A.C.E.S). Application has been made for funding for a program to enhance the learning opportunities for gifted and talented students at St. John's. The addition of a peer-tutoring program would provide support to both low-achieving and poorly-motivated students.

GOAL

The primary goal is increased individual assistance to students who are experiencing academic difficulties and resulting improvement in both their academic achievement and their self-esteem.

OBJECTIVES

1. To improve academic achievement of a group of low achieving students, particularly in the core subjects - language arts, mathematics, social studies and science.

2. To strengthen the link between junior and senior high populations at St. John's.

3. To improve the social interaction skills of both tutors and learners.

4. To assist teachers in providing individualized instruction in their classrooms.

5. To provide for increased social awareness and social responsibility on part of tutors.

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6. To enhance self-confidence of both tutors and learners.

IMPLEMENTATION

Implentation will require the addition of 0.5 teacher positions and the assignment of a teacher to act as program facilitator. This person would be responsible, in consultation with resource teachers, counsellors, classroom teachers and administrators, for all aspects of the program.

PROGRAM AND TIMELINES

PHASE 1:

1. Identification by classroom teachers of learners in need of tutorial assistance from a peer.
2. Identification of tutors.
3. Training of tutors and design of individual programs for learners.
4. Establishment of the nucleus of a resources pool specifically for this program.

PHASE 2:

1. Increase in number of both learners and tutors.
2. Establishment of formal criteria for selection of both learners and tutors.
3. Establishment of method for evaluating learner progress.
4. Increased participation by classroom teachers in planning tutor-learner interactions.
5. Further development of resource materials pool.

PHASE 3:

1. Formalization of training for tutors.
2. Gradual increase in responsibility of classroom teacher in selection of tuotrs, planning of tutor activity and monitoring of results.
3. Inservice for teachers related to their assuming of this role.

......3

ROLE AND DUTIES OF PROGRAM FACILITATOR

1. Co-ordination of the program.
2. Selection of tutors in consultation with other staff members.
3. Training of tutors.
4. Design of individual tutorial programs in consultation with other staff members.
5. Monitoring of the way in which responsibilities are carrierd out by classroom teacher, tutor and learner.
6. Evaluation of student progress - both tutor and learner - and careful record-keeping.
7. Development of small library of resources for use by tutors.
8. Communication with parents/guardians regarding students' participation in program and progress made.
9. Inservice for staff members who will increasingly assume responsibility for continuation of the project.

EVALUATION PLAN

The process of evaluation would follow the process adopted for other compensatory projects within Winnipeg School Division with an interim report after the first year and a final report after the second with attention paid to recommendations of that report in the third year.

Evaluation in each year would focus both on progress towards the stated objectives and the appropriateness of the objectives themselves.

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BUDGET

PHASE 1	Sept. '88 - Dec. '88	Jan. '89 - June '89
.5 teacher	$	$
materials	$ 600.00	$ 600.00

PHASE 2	Sept. '89 - Dec. '89	Jan. '90 - June '90
.5 teacher	$	$
materials	$ 500.00	$ 500.00

PHASE 3	Sept. '90 - Dec. '90	Jan. '91 - June '91
.5 teacher	$	$
materials	$ 400.00	$ 400.00

TOTAL BUDGET

1988	.5 teacher (Sept. - Dec.)	$
	materials	$ 600.00
1989	.5 teacher (Jan. - Dec.)	$
	materials	$ 1,100.00
1990	.5 teacher (Jan. - Dec.)	$
	materials	$ 900.00
1991	.5 teacher (Jan. - Dec.)	$
	materials	$ 400.00
		$

88 03 22

THE WINNIPEG SCHOOL DIVISION NO. 1
Superintendent's Department

6-235

COMPENSATORY PROJECTS

Evaluation Plans - 1988-89

of Project: Peer Tutoring Pilot Program - St. John's

ective of the
ject: To increase individual assistance to students who are experiencing academic difficulties in order to improve their academic achievement and their self-esteem.

pose of
aluation: To assess the specific topics identified to allow for modification to the program. Evaluation in the first year would be formative.

ecific Topics
be Evaluated:
1. To assess the appropriateness of
   i) the overall design
   ii) the process for selection of tutors
   iii) the objectives as stated.
2. To assess the effectiveness of the training component for tutors.
3. To assess the appropriateness of the design of the individual programs for the learners.

rsonnel Assigned: Research Department

rcentage of
e Assigned:

istance from
ers Required: Facilitator, School Personnel

imated Cost:

orting Deadline:

Interim Report: April 1, 1989a

Final Report: April 1, 1990

Closing Date of Project:

WINNIPEG SCHOOL DIVISION

ELEMENTARY GUIDANCE & COUNSELLING

PR-SD1-457

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: S. Matthews
SCHOOL DIVISION: Winnipeg #1
SCHOOL: Champlain, Cecil Rhodes, Wellington, Norquay, Dufferin

ELEMENTARY GUIDANCE & COUNSELLING

DESCRIPTION OF NEED

See Attached

PROGRAM OBJECTIVE

To provide classroom teachers and students with counselling supports that are preventative in areas relating to social, emotional, behavioral and intellectual development.

PROJECT DESCRIPTION

The School Counsellor as an integral member of a school support team will be involved in consultation and co-ordination with staff, parents and agencies. In addition the counsellor works with individuals, small groups and total classrooms to provide developmental programs using preventative approaches rather than exclusively crisis intervention and remediation approaches.

FOR NEW PROJECTS ONLY

YEAR I EVALUATION PLANS

Attached

RESOURCES REQUIRED
ME Contribution

Materials: $10,000.00
Personnel: $173,600.00

Division Contribution

Materials:
Personnel:

TOTAL PROJECT COSTS: $183,600.00

COMMENTS/CONTINGENCIES

1) There are some schools with over 700 students currently being funded by one full-time counsellor position;
2) There are some schools in Metro Divisions with 525 - 600 students currently being supported with .5 counsellor positions;
3) There are some schools in Winnipeg #1 with 200 - 350 students currently being supported from .5 to 1.0 counsellor positions;
4) There is a need for the Schools to develop and implement a P.D. plan that will make them more sensitive and culturally aware of the needs of their students and community, especially in the area of cross-cultural communication.

STAFF RECOMMENDATIONS

Staff is requesting direction from Panel.

ELEMENTARY GUIDANCE & COUNSELLING

School	Migrancy Ins Outs	Single Parents	Income Levels	C.F.S.	C.G.C. Referrals	E.S.L.	Unemployment	Academic Special Needs	Student Population	Total Number of Students	Other
Champlain	49%	37%	$11,313	10%	13%	16%	34%	25%	37% Native	202	23 ELDNS
Cecil Rhodes	28%		$12,122		27.3%					537	88 ELDNS
Wellington	40%	51%	$10,213						25% Native	725	50% S.E. Asia
Norquay	54%	37%	$ 8,644							293	87 ELDNS
Dufferin	66%	58%	$ 7,794							264	89 ELDNS

Further information will be provided at Panel Meeting.

6-239A

EVALUATION PLAN/
INTERIM REPORT
ELEMENTARY COUNSELLING - NEW POSITIONS

ELEMENTARY COUNSELLING PROGRAM

EVALUATION PLAN 1988-1989

Objective: To utilize enumerative and process data to ascertain the range and quality of elementary counselling services at each of the three new schools.

Purpose: First Year Evaluation - Descriptive Report

Specific Topics:

1. To identify specific school objectives and degree of emphasis placed upon the areas of counselling, consulting, and coordinating;
2. To identify and priorize the services and activities that counsellors are currently providing;
3. To identify the unique characteristics (i.e., counselling and guidance needs of students) at each of these three schools;
4. To determine the degree of satisfaction and awareness that teachers have with the elementary counselling program;
5. To identify differences and/or similarities among the three schools in terms of delivery of service;
6. To identify factors that facilitate and/or hinder the operation of the elementary counselling program;
7. To identify improvements, if any, that can be made to the elementary counselling program;
8. To determine the outcomes and/or benefits that students receive from the elementary counselling program (i.e. changes in students' attitudes, self-awareness, self-esteem, etc.).

Method of Evaluation:

1. Staff Survey - distribute in (last week of) February
2. Formal Interview - February
3. Submission of School Report (Voluntary) - first week in March.

CRS

Cecil Rhodes School

Raymond Skett, M.A.
Principal

Mrs. E. Hoole, B.Ed.
Vice-Principal

1570 Elgin Avenue West
Winnipeg R3E 1C2
Phone: 783-9012

CECIL RHODES COMPENSATORY GRANT PROPOSAL - OCTOBER, 1987

The annual (surveys) of the Cecil Rhodes School staff, support team and administration produced the following perceptions about many of the children they work with.

1. Many children come to school not having basic needs met such as clothing, food, shelter and nuturing.

2. Over 50% of our students are two years or more below grade level in language arts and/or mathematics (basic skills).

3. Home life is often in turmoil where domestic strife, inadequate parenting skills and alcohol present children with a multitude of concommitant problems.

4. Many children come to school with limited problem-solving and conflict resolution strategies. Typically verbal and physical violence is seen by them as the ready answers. These are inappropriate and destructive responses and many times reflect the modelling provided in the home.

5. The data presented by C.G.C. (see attached) reflects the high degree of urgency for presenting in-school support to students experiencing family turmoil, problems of self-esteem, behavioural anomalies and requiring the assistance of Child and Family Service for reason there indicated.

6-241

Child Guidance Clinic of Greater Winnipeg

700 Elgin Avenue
WINNIPEG, MANITOBA
R3E 1B2

Telephone: 786-7841

Central C.G.C. Office
700 Elgin Avenue
Winnipeg, R3E 1B2
Phone: 786-7841

School Division
Clinic Offices:

Assiniboine South
3401 Roblin Blvd.
Winnipeg, R3R 0C6
Phone: 889-5523

Fort Garry
26 Agassiz Drive
Winnipeg, R3T 2K7
Phone: 261-9120

Norwood
700 Elgin Avenue
Winnipeg, R3E 1B2
Phone: 786-7841

ver East
Polson School
491 Munroe Avenue
Winnipeg, R2K 1H5
Phone: 669-5643

Seven Oaks
375 Jefferson Avenue
Winnipeg, R2V 0N4
Phone: 586-9651

St. Boniface
50 Monterey Road
Winnipeg, R2J 1X1
Phone: 253-2681

St. Vital
00 St. Mary's Road
Winnipeg, R2M 3R3
Phone: 257-7827

ranscona-Springfield
Radisson School
1105 Winona Street
Winnipeg, R2C 2P9
hone: 222-5265

Winnipeg
700 Elgin Avenue
Winnipeg, R3E 1B2
hone: 786-784

October 6, 1987

TO WHOM IT MAY CONCERN:

Please consider this letter in support of the request for a guidance counsellor at Cecil Rhodes School.

We would view this as a welcome addition to the school support services team.

Child Guidance Clinic personnel have worked closely over the years with the administration and support staff at Cecil Rhodes to identify needs and target student concerns.

During 1986/87 there were 90 children, 27.3% of the elementary school population referred to the Clinic. Seventy-five of these children were referred for psych/social follow-up.

Discipline	Referrals
Psychiatry	6
Psychology	30
School Social Work	39
Speech & Hearing	20
Reading	21
Audio	6

The attendance officer is also actively involved in the school.

Referrals involved crisis intervention, family and student counselling, development of classroom management and referral to other agencies and inservicing. Targetted concerns included a high percentage of children from single parent and/or recently divorced and separated families; a high percentage of unemployment and low socioeconomic status contributing to family stress. In addition, several families were active with Child and Family Services and several cases were referred for follow-up, following suspicion of sexual abuse.

In attempting to meet student needs, several programs were implemented:

1. Both the social worker and psychologist led a group program for upper elementary students for the purpose of developing appropriate social skills.
2. The social worker convened a Mother's Support Group for single parent mothers.

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TO WHOM IT MAY CONERN:

3. Inservicing sessions re classroom management and child abuse were held.
4. A peer tutoring project was initiated to develop self esteem in identified students.
5. Parent education programs have previously been developed in conjunction with the Parent Advisory.

It is felt that these projects could be expanded and other programs implemented with increased school supports.

A school guidance counsellor could play a valuable role in identifying student needs, inservicing, being available for crisis intervention and referral, acting as a liaison between school and home and, developing group programs and coordinating school supports. It is felt that a preventative thrust within the school setting would provide a valuable support for Clinic personnel faced with extremely heavy caseloads. Also many problems identified at the Junior High Level could be prevented through a comprehensive school support program.

Broad objectives could include;

- assisting children from stressed families in establishing and maintaining a sense of self worth and developing life skills
- supporting school staff through a professional development program
- identifying needs and providing on-going support to children before their problems reach crisis proportion
- working with community resources to identify needs and develop appropriate program

Trusting this has been of assistance in reaching your decision.

Respectfully submitted

Sandra McCaig

Sandra McCaig
Area Service Director

cc Ray Skett ✓

Cecil Rhodes, Compensatory Grant Proposal - October, 1987
(Guidance and Counselling)

Based on this review by staff as well as specific characteristics and factors pertaining to large numbers of students at Cecil Rhodes School, it is evident that the children's greatest needs are in the areas of coping socially and emotionally. The granting of a Guidance and Counselling Program to Cecil Rhodes School is being proposed in this submission. A Guidance Counsellor would assist our students to gain coping skills and to develop positive self-concepts. Intervention in the early years (elementary grades) would give the children a chance for success not only socially and emotionally but, subsequently, academically.

Program Outline

Ideally, the major thrust of any guidance and counselling program is to provide programs of a preventative nature. Realistically at this time at Cecil Rhodes School, equal time would be needed to deliver reactive programs such as crisis work and individual treatment/counselling. The fact is that the school presently houses a large number of troubled children. Certainly preventative programs such as involvement in Family Life and Personal Safety (Sexual Abuse Prevention) programs would, too, be a major component.

The components of the program would include:

1. Classroom programs in collaboration with classroom teachers (topics such as self-esteem, interpersonal skills, conflict resolution, handling anger, responsibility, etc. would be developed).
2. Individual and small group counselling (self or teacher referred).
3. Consultation and support to staff in dealing with inner city issues and individual students.
4. Assistance to students and school staff in crisis management, intervention and prevention.
5. Teaming within a support team model.

Goals and Objectives

The broad goals and specific objectives of the program are reflected in what the guidance counsellor would do:

1. Assist students to increase self-concept and coping skills in many situations, especially crisis situations.
2. Assist students to be more effective citizens in the school environment and in the community at large.
3. Advocate for students in the school, home and community.
4. Support staff by organizing appropriate professional development, collaborating on programs and individual students, observing children in classroom settings then assisting them to be more successful or appropriate, assisting with classroom management techniques, etc.

5. Join staff and administration in the challenge to produce an effective school climate and a healthy, appropriate attitude towards learning and teaching.

6. Counsel children in many problem areas (conflict, friendship, loneliness, etc.)

Length or Duration of the Project

There is no indication that the nature of the Weston community or the needs of the children will change in the near future. Mobility has been escalating, while poverty is also on the rise. And as these needs were clearly identified some years ago we see this as a necessary on-going program at Cecil Rhodes School.

Budget Request

Year I (1987/88)	Guidance and Counselling Teacher	$41,700
	Start-up Grant (furniture, telephone DUSO Kits, TAD Kits, books, filmstrips, posters, related materials)	2,500

Ongoing (1988/89 and on)

Guidance and Counselling Teacher	$41,700 *
Operating Grant	1,000

* does not include possible increases due to teacher negotiation, etc.

Evaluation

The evaluation component will be determined by the Winnipeg School Division Research Department and Manitoba Education.

Respectfully submitted,

Raymond C. Skett

Raymond C. Skett,
Principal
and staff of Cecil Rhodes
School.

RCS*gc

GUIDANCE AND COUNSELLING PROGRAM
CECIL RHODES SCHOOL COMPENSATORY REQUEST OCTOBER/87

Nov. to Dec. '87

Teacher salary	$8,340.00
Start up grant (Materials)	2,500.00
	$10,840.00

Jan. to June '88

Salary	$25,020.00
	$25,020.00

Sept. to Dec. '88

Teacher salary	$16,680.00
Materials	1,000.00
	$17,680.00

Jan. to June '89

Salary	$25,020.00
	$25,020.00

Elementary Guidance and Counselling Program

Wellington School 1987-88

Rationale:

Wellington School was classed as an Inner City School with classes ranging from Nursery to Grade VI. Within these classes are a Pre-primary classs, a primary Developmental Education class (DEIS) and a Special Needs class operating at the primary level. The school population is extremely mobile with 654 children transferring in and out during the course of the school year. This year the total school population is over 700 and is nearing the 725 mark.

The Wellington School catchment area extends eastward to Young Street, southward to Sargent Avenue, westward to Arlington Street and northward to William Avenue. This catchment area contains a large number of older blocks providing cheaper living accomodations. Many of the houses in this area are becoming run down and are used as rental properties. A large number of single parent families and welfare recipients live within this area.

This area is more and more being inhabited by Native people and is used as first housing by new immigrants (Polish, Laotian, Cambodian, Filipino, Chinese, Portuguese, Japanese, Vietnamese). This creates substantive language barriers for both children and parents. The problems thus caused at home are carried over by the children into the school setting.

The support staff of Wellington School have noticed the following needs and characteristics of large numbers of children attending Wellington School.

1. Almost all of the new students registering at Wellington School have language deficiencies or speak no English at all.
2. Many children come to school not having sufficient clothing, food or shelter. At the present 110-140 are coming for breakfast and with the advent or cold weather, this will increase to approximately 180.

3. Home life for many of the students is very unstable and the school is the only stablizing influence in their lives.
4. Alcohol contributes negatively to the home-life of many children.
5. Many of our children have no concept of the work ethic or of achieving in school. Much of this is a consequence of their home environment.
6. Home emphasis seems to be on "day to day" survival rather than longer term plans. Recognition is not given to the value of education for the fulfillment of future goals.
7. Phsyical aggression rather than problem solving skills or conflict resolution strategies is the major method of resolving disputes. The home often does not provide a positive method of conflict resolution and therefore the school assumes a major role in this process.

The needs of Wellington School are demonstrated by the following table:

1. Migrancy rate	654 transfers in and out, total population of 725. About 40% of the population was mobile.
2. Child Guidance Clinic clients	The year began with 140 cases open to CGC and culminated with 89. However, due to case closures (and tranfers of students, the actual number of cases dealt with was substantially higher than these numbers indicate.
3. Single Parent Families	51% of our families

4. Wellington Support Team (academic support)	175 children receive help and this number soars as new children register
5. Emotional/Behavioral Problems	These problems are only kept in check by the Principal and Vice-Principal spending much time on the playground before school, noon hours and during recesses. Much time is required to counsel students. This counselling is on a short term basis and would be more effective if a counsellor could deal with the students on a continuous basis.
6. Ethnicity - Native Students	25%
oriental students	50%
Europeans & others	25%

The greatest needs of many students is the inability to cope with social and emotional problems. Language deficiencies and lack of attendance at school compound these problems. Although the staff and administration are doing their utmost to offset negative influences, the services of a counsellor would greatly contribute to the effectiveness of meeting student needs. Early intervention of an intensive and sustained nature is imperative to give the children a chance for success not only socially and emotionally but academically as well.

Program

The ideal thrust of any guidance and counselling program should be to provide a program of a preventative nature. However, since this is an initial attempt at establishing a guidance and counselling program. The approach will need to include a reactive component such as crisis work and individual treatment/counselling. We also see the counsellor as a resource in providing assistance in classroom and school based programs such as Child Abuse, Health, Family Life education, and Personal Safety. Many parents come to the school with their problems and a counsellor could assist the administration in this area.

The program would contain the following components:

1. Classroom programs in collaboration with classroom teachers (topics such as self-esteem, interpersonal skills, conflict resolution, handling anger, responsiblity, etc. would be developed).
2. Individual and small group counselling (self or teacher referred).
3. Consultation and support to staff in dealing with inner city issues and individual students.
4. Assistance to students and school staff in crisis management, intervention and prevention.
5. Teaming within a Support Team model.

Goals and Objectives

In Wellington School, the guidance counsellor would be expected to work with the staff and principal to achieve the broad goals of the school. The guidance counsellor would be expected to do the following:

1. Assist students to increase self-concept and coping skills in many situations.
2. Counsel children in many problem areas such as loneliness, friendship and conflict.
3. Assist staff and administration in producing an effective school climate where learning and good teaching can occur.
4. Assist students to be more effective citizens in school and in the community at large.

Terms of Project

Because of the constantly changing nature of the Wellington School community, it is becoming more and more necessary that extra support in the form of a school counsellor be provided. The nature of incoming residents is such that more and more support is necessary. Lack of stability in the home is increasing because of the following factors: single parent families, little or no education, low income, poor accomodations and great mobility. There seems to be no end to this in sight and therefore a school program is necessary on an ongoing basis.

Establishment of a guidance and counselling program would require financial support as indicated:

Initial Year:
    Salary for counsellor ______
    Start up grant (DUSO kit, TAD kit, instructional materials ______

Following year:
    Salary of counsellor _____
    Operating grant _____

Program Evaluation

The evaluation of the program will take place in compliance with procedure established within the Division.

/kr

October 6, 1987.

To Whom It May Concern:

I have been a professional social worker for over 12 years including 3 years at Wellington School. I have been asked to write a letter to support a request for a guidance counsellor at Wellington School. I am very pleased to be able to perform this task as I believe that such a position is very much required.

The community surrounding Wellington School has been changing over the last several years. Many of the Wellington families have become vulnerable to unemployment, family breakup, violence, alcohol and drug abuse. The children of these families arrive at Wellington School with a variety of emotional scars. These children are under stress and also cause stress for other students and teachers. These students need and deserve to have the opportunity to be heard by trained individuals who have both the sensitivity and time to listen to their stories. Despite significant support services from the Child Guidance Clinic and other community agencies the children and school could benefit from the additional unique intervention that an "on the spot" guidance counsellor could offer.

Thank you for your consideration on this matter.

Yours sincerely,
Harold Sosnowich,
B.A., B.S.W., M.S.W., M.A.S.W.
School Social Worker.

/kr

6-252

Child Guidance Clinic of Greater Winnipeg

700 Elgin Avenue
WINNIPEG, MANITOBA
R3E 1B2

Telephone: 786-7841

Central C.G.C. Office
700 Elgin Avenue
Winnipeg. R3E 1B2
Phone: 786-7841

School Division Clinic Offices:

Assiniboine South
3401 Roblin Blvd.
Winnipeg. R3R 0C6
Phone: 889-5523

Fort Garry
26 Agassiz Drive
Winnipeg. R3T 2K7
Phone: 261-9120

Norwood
700 Elgin Avenue
Winnipeg. R3E 1B2
Phone: 786-7841

River East
Polson School
491 Munroe Avenue
Winnipeg. R2K 1H5
Phone: 669-5643

Seven Oaks
375 Jefferson Avenue
Winnipeg. R2V 0N4
Phone: 586-9651

St. Boniface
50 Monterey Road
Winnipeg. R2J 1X1
Phone: 253-2681

St. Vital
900 St. Mary's Road
Winnipeg. R2M 3R3
Phone: 257-7827

Transcona-Springfield
Radisson School
1105 Winona Street
Winnipeg. R2C 2P9
Phone: 222-5265

Winnipeg
700 Elgin Avenue
Winnipeg. R3E 1B2
Phone: 786-7841

October 7, 1987

To Whom It May Concern:

I am writing this letter to support the request by the administration of Wellington School to have a GUIDANCE COUNSELLOR assigned to the school.

I am currently employed as an Attendance Officer for the Winnipeg School Division No. 1 and I have serviced the inner city area for four years.

I ask that you take the following information into account when making your decision:

1.) Wellington area has large percentage of their population which consists of single parent families with very low income. These usually are multi-problem families requiring a lot of support from what ever resources are in the area.

2.) The Wellington area has a large crime and murder rate.

3.) High rates of child abuse (sexual and physical) as well as wife abuse is prevalent . Child and Family Services offices in the area are overwhelmed with such cases and consequently many cases go unnoticed and unchallenged.

4.) There are few effective resources in the area and unfortunately the few that do exist are hampered seriously by the large caseload.

5.) A large percentage of my caseload as an Attendance Officer comes from the Wellington School area and surrounding areas.

In closing I believe that the area needs many resources. A GUIDANCE COUNSELLOR in Wellington School would be an invaluable resource to the area. I hope that the above information will assist you in making your decision.

Sincerely,

Rumley

Bill Rumley

CHAMPLAIN SCHOOL
250 Machray Ave.
Winnipeg, Man. R2W 1A2

J. Solomon, B.A., M.Ed.
Principal

October 14, 1987

TO: A. Krahn, Assistant Superintendent of Elementary Schools

FROM: J. Solomon, Principal

RE: Compensatory Proposal - Elementary Guidance Counselor

I am providing to you a proposal which, if funded, will address a number of critical needs that our school presently has a difficult time addressing. Specifically, it is my contention that we require the services of a half-time elementary school counselor.

To this end, I have provided you with a statement of rationale, a series of specific needs based on staff perceptions of our community's population, some specific statistics gathered from available data and a list of goals that we believe can be satisfied with this support. The proposal also includes a specific outline and a listing of materials which would be necessary to implement the program.

I ask that you please give this proposal your consideration and contact me if there are any questions or additional items of information you require. Thank you.

Yours truly,

Jack

J. Solomon
Principal

am
cc W. Solyga

COMPENSATORY PROPOSAL - ELEMENTARY GUIDANCE COUNSELOR

I. RATIONALE.

Champlain is a north-end elementary school with a philosophy which believes in the optimal development of the whole child; that is, the intellectual, social, emotional and physical processes.

Although schools have always shared the task of creating responsible, productive citizens with the home and the church, society's increased complexity has caused the school to undertake an ever-greater portion of this joint responsibility.

The philosophy of Champlain School strongly favors mainstreaming, another social trend which has brought new responsibilities to bear on the school. During the 1986-87 school term, no children were referred to Special Education classes. At present a child who has been diagnosed as having "infantile Autism" is enrolled in a regular grade two class. It is essential that help be provided to ease the anxiety that "being different" can create, and to help all children to be respectful of the dignity and worth of each individual.

It is also believed that a positive self-concept is necessary for the optimal development of the whole child. Research has shown that Guidance Counselors have positively affected children's self-concept (Baty 69, Coleman 69, Edridge 74) and that self-concept enhancement has positively affected school achievement (Mann 69, Purkey 70, Stuart 73).

Parental involvement is actively encouraged at Champlain School. A Parent-Council, a volunteer program and a limited number of parent programs are available to parents. It is believed that greater parental participation and "Parent Education Programs" will enhance the child's development.

It is hoped that the long term effects of providing counselors to elementary students will be that many of the "at risk" children that make themselves known in secondary schools will have received the appropriate type of intervention when it was needed.

The Winnipeg School Division's "Evaluation of the Pilot Year" of Elementary School Guidance Counsellors states:

> It is recommended that:
>
> --expansion of programs to other inner-city schools occur; and that this occur on the basis of need, as well as on the basis of school commitment to the program, as defined by its goals, objectives and counselor roles.

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II. NEEDS. (Perceptions of staff)

1. Many students come to school not having their basic needs met.
   - a) Proper Clothing
     - --a charitable organization has provided winter clothing for several years.
     - --many teachers have also provided clothing.
   - b) Food
     - --approximately 40 students attend the breakfast program daily.
     - --on many occasions lunch is provided to children who do not have their own lunch.
     - --some children buy their breakfast or lunch at the corner store--lunch being a bag of potato chips, slurpy, etc.
   - c) Shelter
     - --It is estimated that up to 25% of our student population is living in sub-standard housing. Social Workers, teachers, the principal and other agencies' personnel have made home visits to these locations and concur with this estimate.
   - d) Nurturance
     - --During September and October 1987, three children have run away from home.
     - --Many children demonstrate a need for affection through excessive and indiscriminate physical contact eg. hugging, clinging.
     - --Many children demonstrate a need for attention through a variety of acting out behaviors. Children learn to solve problems by modelling the way of their home and "the street" ie. fighting.
     - --Homelife is often affected by chemical dependencies of one or both parents.

2. School achievement is often not valued and educational stimulation not provided. Therefore many children enter school with low language development and a general lack of readiness, as shown by E.I.P. screenings, Metropolitan Readiness Tests, classroom assessments and teacher observations.

3. It is common for all children to express feelings of inadequacy from time to time during their development in elementary school years, As we work with children each day, we often hear comments such as:

> "I'm just dumb."
> "I don't have any friends."

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"My stomach hurts."
"Other kids pick on me."
"Why do I have to go to school?"
"I can't learn this."
"Nobody likes me."
"When I take tests I get scared."
"When I'm worried, I can't think at school."

etc.

There is a need for the opportunity for all students to express their concerns, to understand their abilities and limitations, to discuss their progress in school and to talk about their growth and development. An elementary school counsellor could facilitate this area of need more effectively.

III. SPECIFIC STATISTICS AND INFORMATION (1987).

Relevant Factors	Number of students and % of total school population		
Single-parent families	82		37%
Children who have different names than their parents	31		14%
Children whose families are known N.W.C.F.S. clients	21		10%
Child Guidance Clients	28		13%
Resource and Special Needs Students Academic Needs Self-concept Guilding Group	 44) 10)	54	25%
Children designated "at risk" through "E.I.P." screening 1986-87 1985-86 1984-85 This does not include "at risk" children who have transferred in.	 12) 10) 6)	28	13%

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Relevant Factors	Number of students and % of total school population		
Migrancy Rate 1986-87 school term			
Transfer in	94)	202	92%
Transfer out	108)		
Ethnicity			
Native Students	81		37%
ELDNS Students	28		13%
Others for whom English is not the language spoken at home	35		16%
Children whose parents are unemployed	74		34%
Foster Children	4		2%
Sexually Abused Children -- known	3)	4	2%
-- suspected (under investigation of C.F.S.)	1)		

IV. GOALS OF THE PROGRAM.

The main focus of the program would be of a preventative/developmental nature. However, it is necessary, due to previously mentioned factors, to attend to crisis situations and individual/group counselling.

1. Help to develop in children an understanding and acceptance of self and others.
2. Help to teach children to accept responsibility for their own behavior; to lead a more self-directed life.
3. Help to teach children to make decisions, solve problems, communicate and relate to others.
4. Assist children with coping skills, especially in crisis situations.

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5. Help to provide the child with the opportunity to develop a warm, caring, empathetic relationship with an adult who is seen by the child as a non-judgemental, accepting person.
6. Assist staff and administration to provide an empathetic climate, where children meet with many successful experiences, thereby learning to value education.
7. Assist Principals, teachers, parents and students in locating and using suitable resources.
8. Assisting parents by joining with school staff to provide "Parenting Programs".

V. PROGRAM OUTLINE.

The school counselor will be an integral part of the school staff who will be involved with consultation and coordination with colleague, administrator, parents and other agencies. The counselor will work with students and groups of students to provide educational and personal counselling.

1) Counselling (referrals made by principal, teachers, parents or self-referrals)
   a) individual
   b) group (to meet specific needs)
      --shyness
      --change of family structure
      --drug and alcohol involvement
      --obesity
      --abuse
      --low self-esteem
   c) classroom work in specific topic areas
      --orientation to Junior High
      --family life education
      --personal safety (sexual abuse prevention).

2) Consultation
   --act as a liason person with Public Health Nurse, C.G.C., C.F.S. and other agencies.
   --assist teachers to set up programs
   --support teachers in dealing with difficult situations
   -- find special help for students when needed
   --help parents to understand child's behavior
   --provide support for families during times of stress.

3) Coordination
   --assist in planning and conducting in-services for Professional Development

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--organize "Parent Study" groups - Parent Effectiveness Training

--coordinate the school's orientation program for new students and for grade six students going to Junior High.

VI. MATERIALS.

Kits: D.U.S.O.-R. Developing An Understanding of Self and Others--for personal development and social growth.	
Gr. K-2 Psy-Can T5500	$ 405.00
Gr. 3-4 Psy-Can T5600	252.00
T.A.D. - Toward Affective Development --to stimulate self and social development.	
Psy-Can T7601	356.00
My Friends and Me - A program about sharing, caring and self-discovery	
Psy-Can T5201	521.00
S.T.E.P. Systematic Training for Effective Parenting.	
Psy-Can T5401	210.00
Understanding Changes in the K-3 Family Guidance Associates 2-7098-3150	150.00
Orientation to Secondary School Guidance Centre B301	115.00
Children Who Move Guidance Centre B106	47.50
Filmstrips:	
Liking Me -- Building Self Esteem 5-9 2 filmstrips, 2 cassettes, teachers guide	
Sunburst 2131YK	115.00
Learning to Say No (5-9) - assertiveness training Sunburst 2017 YK	115.00
Books:	
Cassel, Pearl, Why Kids Jump Over the Moon Guidance Centre B557	10.00
Reasoner, Robert, Building Self-Esteem - A Comprehensive School Program. Guidance Centre 727	105.75
Teachers Guide	20.50
Parent Guide	2.25

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Jackson, Nancy & Donald, Getting Along With Others -Teaching Social Effectiveness to Children. Research Press 2707	$ 38.75
Stanford, Gene & Barbara, Learning Discussion Skills Through Games. Scholastic 0-590-09016-Y	1.95
Workman, Edward A., Teaching Behavioral Self-Control to Students. Guidance Centre	24.50
Pasternak, Michael, Helping Kids Learn Multicultural Concepts. Research Press	18.15
	$ 2,508.35

WINNIPEG SCHOOL DIVISION
LAP III (LANGUAGE ARTS PROGRAMMING)
JOHN M. KING SCHOOL
MULVEY SCHOOL
WELLINGTON SCHOOL
PR-SD1-466

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: C. Loeppky
SCHOOL DIVISION: Winnipeg #1
SCHOOL: John M. King, Mulvey, Wellington

LANGUAGE ARTS PROGRAMMING

DESCRIPTION OF NEED

The three schools in the project are identified as part of the highest need schools in Winnipeg. Two out of three schools have in the past years received minimal Compensatory Education Program support. All three schools have a high rate of migrancy, with many children migrating between the three schools throughout the course of a school year.

PROGRAM OBJECTIVE

1. To develop common language development thrust and strategies in the three schools.
2. To provide opportunities for the educators in these schools to share and plan collegially and collaboratively in a·structured and approved manner as supported by current research into effective teaching.
3. To increase student success through an emphasis on language development and language arts strategies.

PROJECT DESCRIPTION

The first year of the project will consist of the developmental framework of the program being developed by the project staff as well as grade four teachers being involved in the project. The project team of teachers will work closely with each school to develop classroom teaching strategies and methods, classroom materials, professional development activities and student assessment techniques. The focus of the project team of teachers will be to provide opportunities for classroom teachers to gain knowledge and expertise in a variety of teaching methodologies that have proven to be successful in improving students skills in the four main strands of language arts, as well as language development. The project would have a total duration of three years, so that all intermediate teachers could participate.

FOR NEW PROJECTS ONLY

YEAR I EVALUATION PLANS

A detailed evaluation plan will be developed by the LAP III Evaluation Committee in consultation with the Research Department. The focus of the evaluation will be to assess children's academic growth, and classroom teaching strategies.

RESOURCES REQUIRED

ME Contribution

Materials: $4,000.00 (Materials & P.D.)
Personnel: $86,800.00 (2 teacher salaries)

TOTAL PROJECT COSTS: $177,600.00

Division Contribution

Materials:
Personnel: .75 teacher Committed, with negotiations proceeding for another 1.25 teacher time = $86,800.00

COMMENTS/CONTINGENCIES

1. That the Winnipeg School Division jointly fund this program by providing a minimum of 1 teaching position for the project .
2. That an interim report be submitted by April 15, 1989.
3. That a Management Committee and an Evaluation Committee be established to implement, manage and evaluate the project. Manitoba Education should have a representative on both committees.
4. The detailed evaluation plan is to be submitted to Manitoba Education by October 15, 1988.
5. That a Year 1 Action Plan be developed and submitted to Manitoba Education by October 15, 1988.

STAFF RECOMMENDATIONS

That Manitoba Education fund this project to a maximum of $177,600.00 for the school term 1988-89 with the above contingencies to be implemented and/or met.

COMPLETED PROGRAMS/PROJECTS

REPORTS SUBMITTED:

NOTE: All Reports/Evaluations will be available for review in the Blue Board Room at 120 King Street on Tuesday, May 17, 1988, and Wednesday May 18, 1988.

1.	Division Migrancy	-	4th Year	Progress Report
2.	Elementary Counselling	-	4th Year	Progress Report
3.	Special Needs	-	4th Year	Progress Report
4.	Wi Wabigooni	-	4th Year	Progress Report
5.	Parent and Child Centres	-	3rd Year	Response to Recommendations
6.	Language Development	-	3rd Year	Summary of Implementation of Recommendations
7.	Aberdeen Curriculum Adaptation	-	3rd Year	Progress Report
8.	St. John's Attendance Program	-	2nd Year	Final Report

ST. JOHN'S HIGH SCHOOL

ATTENDANCE PROGRAM

EXECUTIVE SUMMARY

The purpose of the current evaluation of the Attendance Call-Back Program at St. John's High School was to specifically determine whether the attendance of students improved as a result of the program. The attendance data was based on a random sample of 220 grade seven, eight and nine students who were not attending school on a regular basis and were contacted by the attendance aide between September and December, 1986. The attendance records of the three grade levels or cohorts were either traced back to September, 1984 or followed up to December, 1987. A number of practical and design limitations prohibited the statistical measurement of the effect of the program on attendance. Therefore, the evaluation focussed on trends in attendance within and between cohorts.

The analysis of average percent absence within cohorts indicated a general increase in absence over time. However, a slower increase, and, in the case of Cohort 2, a significant decrease in average percent absence was found in the most recent months that attendance was analyzed in all three cohorts. It is suggested that the Call-Back Program may be helping to stabilize or restrain the rate of absence among the sample of students. Analysis of trends between cohorts indicated no significant differences.

A review of the literature contained a number of issues relevant to student attendance. These included methods for reducing absenteeism, the use of positive and negative reinforcement, alternative programs and attendance policies.

WINNIPEG SCHOOL DIVISION
PEER COUNSELLING PROGRAM
ISAAC NEWTON SCHOOL
R.B. RUSSELL SCHOOL
PR-SD1-391/392

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 28, 1987

REGION: Urban

SCHOOL DIVISION: Winnipeg School Division No. 1

SCHOOL: Isaac Newton and R.B. Russell

RENEWAL:

NEW: X

PILOT:

REQUEST: $52,800.00

PROJECT: Peer Counselling

FILE NO: PR-SD1-391/392

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

Panel recommends funding to a maximum of $32,900.00 for one year only.

Funds to cover:

1) .5 counsellor at R.B. Russell - $22,000.00;

2) materials at R.B. Russell - $1,800.00;

3) materials at Isaac Newton - $3,600.00;

4) training supports to a maximum of $5,500.00.

Funding contingent upon the receipt of a letter from the secondary superintendent indicating that the designated counsellors in these schools will be receiving the required training necessary to establish a peer counselling program and that R.B. Russell is committed to the development of a secondary peer counselling program. The professional development workshop (peer counselling training) to be provided for by the Hugh John Macdonald peer counselling project staff and pupil services coordinator. That an evaluation be submitted by April 15, 1988.

RECOMMENDATION: $32,900.00

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: Suni Matthews
SCHOOL DIVISION: Winnipeg No. 1
SCHOOL: Isaac Newton/R.B. Russell

PEER COUNSELLING PROGRAM

DESCRIPTION OF NEED

Proposal focuses on needs of Grade 8 and 9 students in Isaac Newton Junior High School and Grade 9 students in R.B. Russell Vocational School.

PROGRAM OBJECTIVE

The peer counselling program provides training, experience and on-going supervision in communication and interpersonal skills to selected students to enable them to facilitate the personal growth and decision-making skills of their peers and to refer them for additional help when appropriate.

PROJECT DESCRIPTION

The program will be organized based on the program design established by Hugh John Macdonald school. The program will consist of four phases after Implementation and Selection:

1. Intensive Residential training session (15 hours)
2. On-going school-based training session
3. Three content workshops
4. Series of activities (supervised practicum
5. Peer Counsellors as co-trainers, co-facilitators in recruiting and beginning training of Grade 8 peer counsellors.

FOR NEW PROJECTS ONLY

YEAR I EVALUATION PLANS

Evaluation plans for R.B. Russell and Isaac Newton attached.

RESOURCES REQUIRED

ME Contribution	(R.B. Russell)		(Isaac Newton)
Materials:	$3,800.00	**Materials:**	$5,000.00
Personnel:	$22,000.00	**Personnel:**	$22,000.00

TOTAL PROJECT COSTS: $52,800.00

COMMENTS/CONTINGENCIES

Hugh John Macdonald evaluation not completed. Based on preliminary information appears to be a successful project. A contingency for the Hugh John Macdonald program was a submission of a professional development plan for teachers wishing to establish a peer counselling program.

STAFF RECOMMENDATIONS (Total Recommendation $16,400.00)

That M.E. fund the residential training and materials for Isaac Newton to a maximum of $3,600.00 and R.B. Russell to a maximum of $1,800.00. This funding contingent on the designated counsellors in these schools receiving the required training necessary to establish a peer counselling program. This professional development workshop training to be provided for by the Hugh John Macdonald peer counselling project staff and pupil services coordinator. Further M.E. agrees to pay for release time for the Hugh John Macdonald Peer Counselling staff person to provide the professional development training and required support to trainees up to a maximum of 50 days ($11,000.00). That an evaluation be submitted by April 15, 1988.

THE WINNIPEG SCHOOL DIVISION NO. 1
Superintendent's Department

COMPENSATORY PROJECTS

Evaluation Plans - 1987/88

Name of Project: Peer Counselling - R.B. Russell

Objective of the Project: See attached

Purpose of Evaluation: To determine whether the objectives of the program have been met

Specific Topics to be Evaluated:

1. Effect on Peer Counsellors themselves
   - the extent to which individual goals have been met
   - personal growth and confidence of peer counsellors
2. Impact on Relationships
   - the extent to which peer counsellors are able to generalize communication and problem-solving skills into relationships with peers, family members, and teachers.
3. Impact on Clients they're helping and on the school
   - number and/or type of peer counsellor contacts
4. General awareness of peer counselling program within the school population.

Personnel Assigned: Research Department Personnel

Percentage of Time Assigned:

Assistance from Others Required: Nadia Preyma, Pupil Services Coordinator
J.Hale, Counsellor, R.B. Russell

Estimated Cost:

Reporting Deadline:

Interim Report:

Final Report:

Closing Date of Project: June, 1988

SPECIAL GRANTS

REPORTS

THE WINNIPEG SCHOOL DIVISION NO. 1

SPECIAL GRANTS PROJECTS

COMPENSATORY SUPPORT PROGRAM

1987-88

School	Project Title	Amount	Date Approved
Division-Wide	P.D. Special Needs (Elementary)	$6,000.00	17/11/86
Division-Wide	Peer Counselling Training Staff Development	$4,950.00	13/08/87
	Peer Counselling (Hugh John Macdonald)	$1,800.00	31/08/87
Division-Wide	Counselling for the Multicultural Reality Native Perspectives	$10,000.00	18/11/86
Argyle	Peer Mediation	$1,100.00	29/09/87
Division-Wide	Inner City Conference	$3,100.00	30/10/87
Secondary	Prairie Theatre Exchange	$1,800.00	24/11/87
Hugh John Macdonald	P.D. for Staff	$1,500.00	17/12/87

PROFESSIONAL DEVELOPMENT - SPECIAL NEEDS - ELEMENTARY

8-274

THE WINNIPEG SCHOOL DIVISION NO. 1
Superintendent's Department

SPECIAL NEEDS

1987 - 1988

SPECIAL NEEDS - ELEMENTARY

This response to the recommendations provides a brief summary of the specific information included in the attached individual school responses, and is based on the recommendations included in the earlier Knowles report.

1. **Program goals, criteria, and process within each school should be clearly articulated and available to all staff in written form.**

   All schools have developed a program description that includes the program goals, the criteria used to select students for the program, as well as the process used to monitor student progress for purposes of re-entry into the regular program. This is developed with input from classroom teachers and support staff.

   This information is available in each school and is discussed with staff, for clarification, early in each school year.

2. **Programs should be geared to intervene in specific areas for development (e.g. focus on beginning consonants, not just language development).**

   In each school, the program is designed to address the specific needs of identified students. The specific goal for each student is determined early when a student first enters the program. Procedures to define these needs have been identified in each school.

   The students' needs are discussed by the support team, including the homeroom teacher, special needs teacher, and the resource teacher. From this information, an appropriate program is outlined for the student.

3. **A plan of action, incorporating follow-up strategies, should be developed and recorded for each student.**

   As indicated in the attached school responses, such action plans and follow-up strategies are developed for students.

   The specific process followed is outlined in the attached documents.

4. **Although any withdrawal program would be effective if Recommendations 1, 2 and 3 were implemented, the most effective use of a special needs teacher's time would appear to be as follows:**

   .5 - deliver time-limited, specific programs to small groups of students, either on a withdrawal or in-class basis

   .5 - assess, plan, follow up students who are identified as having special needs
   - work in designated regular classes with the classroom teacher
   - provide individual assistance, on a withdrawal or in-class basis
   - record and document for each special needs child.

   All but one school are using a model that adheres to these approximate time guidelines. Variations occur when special needs or circumstances arise.

The model in the non-conforming school has been discussed with the principal and staff involved. Changes to more closely reflect the suggested model are planned for 1988 - 1989.

5. **Children currently in low-enrolment classes for the purpose of receiving a regular curriculum should be integrated into regular classrooms with support, as required.**

   This recommendation was followed in all but one school. Students enrolled in low enrolment classrooms have been integrated into regular classroom programs. Specific supports needed were identified in each case. Plans to establish a similar model in the remaining school are being prepared.

6. **Review and adopt proposed program goals in order to afford direction to the overall special needs program.**

   The goals outlined have been accepted by the Division. These were presented to and discussed with principals and special needs teachers early in the year.

   These goals were also discussed at meetings of the special needs teachers and the Inner City Coordinator during the 1986-87 school year.

   Further discussions to support these goals have been held during the 1987-88 school year in meetings with special needs teachers, consultants and the Assistant Superintendent of Elementary Schools.

7. **Formalize the sharing process among special needs teachers in the Division.**

   Regular meetings of special needs teachers were scheduled throughout the 1986-87 school year for the purpose of sharing and discussing ideas, strategies, etc. Coordination was provided by the Inner City Coordinator.

   In the absence of the Coordinator during part of the 1987-88 school year, fewer such meetings were held and these were coordinated by Language Arts Consultants. Since March 1988 this responsibility has again been assumed by the Inner City Consultant.

8. **Appoint a special needs program coordinator, who would be responsible to consult on program implementation, operation and support and to facilitate professional development for special needs teachers.**

   Responsibility for coordinating professional development activities etc., has been assigned to the Inner City Consultant.

9. **Establish programs designed to address emotional problems which are the result of high mobility, abusive, violent and neglectful family lives.**

Each of these programs should be appropriately resourced with:

1 male teacher
1 female teacher; and
1 child care worker

Careful development of each program (e.g. one-year planning phase) is suggested, in order to ensure program success.

This recommendation has not been implemented as outlined. The Division currently offers special programs such as the LAC program for students with severe emotional problems.

To meet student needs at a local school level, we are currently expanding the Elementary Counselling program.

10. **Share the results of the present evaluation with all those principals and teachers who are involved in the delivery of a special needs program. Those who were included in the present evaluation form should receive a copy of their results, in summary form.**

The evaluation results, as well as copies of reports, have been shared with principals and special needs teachers at a meeting attended by members of the Superintendent's Department and Manitoba Education staff.

Follow-up discussions have occurred at meetings of special needs teachers with consultants.

This process will continue on an annual basis.

Summary

During the 1987-88 school year, special needs teachers have not met as frequently as anticipated due to a vacancy in the Inner City Consultant position. In sessions organized by the Language Arts Consultants, program plans were developed and professional development activities began. The responsibility for the ongoing delivery of this support has now been assumed by the Inner City Consultant.

Division expectations with regard to the recommended model for special needs programs have again been clarified. We are also attempting to hire teachers with training similar to resource teachers for any special needs positions when vacancies occur. This should result in further strengthening of the program offered to students.

Attached is an outline of professional development plans for 1988 - 89.

PROFESSIONAL DEVELOPMENT INTERIM PLAN for

SPECIAL NEEDS TEACHERS

In February 1988 the special needs teachers met and outlined a list of possible topics for workshops and ways to increase their awareness of other programs.

The group will be meeting in May 1988 to priorize the topic list and to make definite plans for the school year 1988-89.

The group will decide which priorized topics need a series of sessions and which ones can be overviewed in one session. This will be followed by determining people and material resources to address the topics.

The topics for consideration are:

a) Strategies for integration

- of program from closed classroom
- of students into regular classroom settings

b) Student evaluation techniques

- assessing, recording observations, reporting

c) Curriculum adaptation and development

d) Strategies for developing self-concept

e) Strategies for implementing Theme Days at classroom and school level

f) Time management

g) Special education programs

h) How to address the 'special needs' label

The group met in March for a half day session on curriculum adaptation. This was an initial discussion and needs follow-up on ways to adapt and develop specific programs.

Suggestions for increasing their awareness of other programs are:

- visitations to Division programs

- sharing the team-approach model

- visitation to the Diagnostic Learning Centre

- materials selection through sharing and displays

These will be discussed for implementation plans.

The group decided to meet every two months for half-day sessions. A few teachers are interested in meeting informally on alternate months to have Idea Share sessions.

PEER COUNSELLING TRAINING

- PEER COUNSELLING TRAINING - STAFF DEVELOPMENT
- PEER COUNSELLING - HUGH JOHN MACDONALD

REPORT
ON THE
PEER COUNSELLING
STAFF DEVELOPMENT
PROJECT

prepared by: Nettie Harland
Counsellor
Hugh John Macdonald School

Nadia Preyma
Coordinator of Pupil Services
Winnipeg School Division No. 1

I. PHILOSOPHY

The philosophical basis of the training program was one of providing an experiential learning/teaching facilitating model with format, content and facilitators' style similar to the training model which is used in training student peer counsellors. The design of an experientially-based learning model was formulated on the principle that first hand learning is more fully integrated into the learner's present schema of skills and knowledge and is more readily adaptable to individually different situations.

II. BACKGROUND

What is Peer Counselling?

Peer counselling is based on the well documented fact that students most often seek out other students for help when they are experiencing some frustration, concern, worry or problem.

Peer counselling is a learning situation in which students listen to and help facilitate the growth and development of other students. That is, it is a process in which trained and supervised students offer listening, support and alternatives but little or no advice, to other students.

A peer counsellor is someone who cares about others and who talks to them about their thoughts and feelings. Rather than being an "advice-giver" or a "problem-solver", a peer counsellor is a sensitive listener who uses communication skills to facilitate self-exploration and decision-making. The peer counsellor is not a therapist or a professional counsellor. Peer counsellors are supervised students who have been trained to help other students think through and reflect on problems they might be experiencing.

A major purpose of peer counselling is to increase the number of people in a school who are skilled in helping others, and thereby enabling informal and spontaneous assistance to be available.

Introduction of Peer Counselling Project at Hugh John Macdonald

In 1986 a peer counselling project was initiated at Hugh John Macdonald Junior High School through compensatory funding provided by Manitoba Education. Nettie Harland, counsellor, was appointed as the peer counselling project facilitator with assistance provided by Nadia Preyma, Pupil Services Coordinator and research personnel.

A full evaluation of the project was conducted with feedback received from student participants, teachers and parents. The experience with peer counselling at an inner-city school has provided an excellent opportunity to test all aspects of the implementation of a program including selection and training of students, ongoing monitoring, supervision and evaluation.

III. DEVELOPMENT

The development of the Peer Counselling Staff-Development Project grew out of the experiences with peer counselling at Hugh John Macdonald and the interest developed in information sessions to educators. An orientation to peer counselling was provided to

Division administrators and counsellors. Brief presentations with the peer counsellors were made to the Division administrators at Junior High and Senior High Principals' Councils in April 1987. These were followed with an Open House on Peer Counselling at Hugh John Macdonald which was well attended by counsellors and resource teachers. Information about the training course was provided and interest in attending was expressed by a number of participants.

As a result of the interest expressed by counsellors, teachers, and administrators, the Peer Counselling - Staff Development Project, was designed, purposed and developed by Nettie Harland and Nadia Preyma and funded by Inner City Initiatives, Manitoba Education. This progessional development program was offered to school personnel interested in initiating a peer counselling program in their schools.

IV. OBJECTIVES

The objectives of the Peer Counselling - Staff Development Project were:

1. to provide information to administrators and counselling departments about the administrative details associated with setting up a peer counselling program in a school.
2. to provide a detailed overview of the components of the peer counselling program, i.e., administrative support, staff support, recruitment and selection of students, training of students, ongoing training, monitoring and supervision of students, use of peer helpers and evaluation.
3. to provide participants with an experiential learning opportunity to practice the activities necessary for training peer counsellors.
4. to develop participants' skills in group process and group dynamics, necessary factors in facilitating peer counselling training groups.

5. to provide knowledge of a variety of print and human resources available for peer counselling.
6. to provide information on peer counselling program, monitoring and supervision.
7. to provide information on ways to implement a peer counselling program in a variety of school settings and programs.

V. SUMMARY OF ACTIVITIES

Planning and Organizing

A planning group was established in the beginning of September 1987 of counsellors and individuals who had had experience and/or training in leading student peer counselling training programs.

The members of the organizing committee were:

Pat Cole - Happy Thought School
Adrian Challis - Argyle High School
Brian Dixon - St. Norbert Collegiate
Nettie Harland - Hugh John Macdonald School
Brian Marks - Hugh John Macdonald School
Sharon Pekrul - R. B. Russell School
Nadia Preyma - Rockwood E.R.C.
Laurienne Ring - Klinic Community Health Center
Herb Tozeland - Child Guidance Clinic
Sylvia Willis - Grant Park High School

Nadia Preyma provided support and organizational coordination in all phases of the planning, development and implementation of the project. The committee was chaired by Nettie Harland. Although each member was not always able to be at every planning meeting throughout the project development, the success of this training project is due in large part to the commitment, energy, and ideas of the organizing committee. The training project was planned entirely outside of school hours, as each member gave voluntarily of their own time. A total of nine planning meetings took place.

Residential Intensive Training - Phase D - September 28, 1988

(see Appendix B for list of participants, and Appendix F for agenda of training program)

The initial intensive training was a two-day live-in session held at St. Benedict's Educational Training Center. Nineteen counsellors and teachers participated in the training. All of the planning committee except Brian Dixon were able to attend some of the training sessions. Nettie Harland, Herb Tozeland and Pat Cole were involved throughout all sessions.

The content and format of the opening sessions were very similar to that of a student peer counselling training beginning.

The panel on Organizing and Implementing a Peer Counselling Program was held on Monday to enable all resource persons to participate. Although the presentations were interesting and very informative, feedback indicated that it was held too early in the training. The content would have been more relevant once participants had the first-hand experience of participating in and presenting some training activities themselves.

Each participant together with a partner had the opportunity to plan and present an activity from the training manual. Each presentation was debriefed by the trainers and by the audience group. Debriefing focused on the impact on and learning of participants, emotionally, as well as cognitively.

cont'd....

Follow-up Workshop - December 9, 1987

9:00 am - 4:00 pm at Annex - S.B.O. Building

(see Appendix C for participants list)
(see Appendix G for Agenda)

The session opened with a check in circle similar to student training session. The questions addressed however related to the participants' experiences in applying phase I learning to their school population. The debriefing process and its application to a student peer counselling training was discussed again as questions remained for some at the end of Phase I. Training in skill development of guided imagery was the focus for the remainder of the morning. The afternoon was devoted to applications of peer counselling program to elementary, junior high and senior high school levels. Glenda Russell, Counsellor at Royal School, Assiniboine School Division presented information on her elementary school program. Time was allocated at the end of the day to organize presenting groups for the content workshops.

Content Workshops - January 8, 15 and 29, 1988
12:30 pm - 4:30 pm at Rockwood E.R.C.

Each topic in the Content Workshops was organized and presented by trainees in the program. This format provided participants with experience and a comfort level with one topic and a wide range of resource material, workshop outlines and ideas for the other topics. The topics and presenters are as follows:

-January 8 - Drugs and Alcohol - Chris Krucko, Brian Marks,
Randy Schrofel
- Adolescent Depression and Suicide - Sherry Anderson

cont'd.....

January 15 -	Child Abuse -	Jeanne Pauls, Bob Koshowski, Judy Tozeland
	Sexual Exploitation -	Pat Lecuyer, Donna Mills, Esme Scarlet
January 22 -	Family Violence -	Donna Miller, Nettie Harland, Pamela Permack
	Grieving, Loss , Separation Divorce	Pat Cole, Fraser Arnold

In summary the training course was designed to give trainees experience and knowledge both as trainers and as participants. this format enabled each person to gain (1) a sound knowledge of the structure and content of a peer counselling program, (2)familiarity, experience and comfort with group dynamics, (3) a sensitivity to the feelings of participants and (4) a wide range of ideas and resources for program implementation. Another strength of this training model is that it respected and utilized the skills, abilities and creativity of each individual in the trainees group. It also fostered a confidence in one's skills and in the training strategies.

The Peer Counselling Staff Development Project successfully tested with adults a training model which applied strategies and first hand learning approaches that are used effectively in the student training.

A final evaluation questionaire has not as yet been administered as the training course is not complete. A final session on Mediation and Conflict Resolution will be held in May 1988. When that workshop is completed participants will be asked to provide evaluative feedback on the whole course. A summary of the evaluation of the two-day training session at St. Benedicts is summarized in Appendix E.

VI. APPLICATION OF PROJECT

The peer counselling training has been applied in a number of schools in varying degrees:

Isaac Newton	- peer counselling established in the fall and well under way.
Marymound	- exploring applications of peer counselling to their particular population.
Tec Voc	- incorporating peer counselling content and strategies to the the Teen Outreach Program.
Cecil Rhodes	- incorporating peer counselling ideas and strategies to the Teen Outreach Program.
Mulvey	- Hopes to develop a program next year

Classroom teachers have reported applying some of the ideas and strategies learned to their classroom teaching. For example, Chris Krucko, Language Arts Department Head at Hugh John Macdonald has used the experiental learning model with her department in-services.

VII. FINANCIAL STATEMENT

Summary Statement

I.	MATERIALS		$1 366.10
	Print Materials	$1 227.10	
	Videotapes	139.00	
		$1 366.10	
II.	ACCOMODATION/MEALS		1 453.86
	Retreat Phase of Training St. Benedict's Educational Centre September 28 & 29, 1987	$1 453.86	
III.	FEE FOR SERVICE		50.00
	Glenda Russell Presentation of Control Workshop December 9	$ 50.00	
IV.	SUBSTITUTES		$1 900.00
	September 28 & 29 6½ days	$ 650.00	
	December 9 5 days	500.00	
	January 8 ½ day	50.00	
	January 15 1½ days	150.00	
	January 22 ½ day	50.00	
	Date to be Announced 5 days	500.00	
		$1 900.00	
			$4 769.96

STATEMENT OF EXPENDITURES

I MATERIALS

A) Books

CARR, Rey. Peer Counselling Starter Kit: A Comprehensive Training Manual 15 copies @ 24.00	$ 360.00
COLE, Trevor. Kids Helping Kids: A Training Manual for Elementary Teachers and Counsellors 25 copies @ 15.00	110.00
MYRICK, Robert D. & Erney Tom. Youth Helping Youth: A Handbook for Training Peer Facilitators 15 copies @ 14.00	210.00
MYRICK, Robert D. & Erney Tom. Caring and Sharing: Becoming a Peer Facilitator 15 copies @ 14.00	210.00
MYRICK, Robert D. & Bowman, Robert P. Becoming a Friendly Helper: A Handbook for Student Facilitators 5 copies @ 8.75	43.75
MYRICK, Robert D. & Bowman, Robert P. Children Helping Children: Teaching Students to Become Friendly Helpers 5 copies @ 17.50	87.50
Peer Conflict Resolution Through Creative Negotiation 15 copies @ 10.00 plus 15% handling	172.50
Peer Counselling: An In-Depth Look at Training Peer Helpers 2nd Ed.	12.45
Peer Power: Becoming an Effective Peer Helper: Book 1, Introductory Program	11.95

A)	Books (cont'd)		
	. Peer Power: Becoming an Effective Peer Helper: Book 2, Advanced Program	8.95	
B)	Videotapes		
	Content Workshops for Peer Counsellors		
	. Drug Free Kids VHS . I Don't Want to Die VHS Both @ 130.00 U.S.	139.00	
		$ 1366.10	$ 1366.10
II	ACCOMMODATION/MEALS		$ 1453.86
	Retreat Phase of Training St. Benedict's Educational Centre September 28 & 29, 1988		
III	FEE FOR SERVICE		50.00
	Glenda Russell Presentation at Content Workshop on December 9, 1987		
IV	SUBSTITUTES		1400.00
	Residential Phase September 28 & 29, 1988 6½ days	$ 650.00	
	Follow-up Workshop - Dec. 9/87 5 days (9:00 - 4:00 p.m.)	500.00	
	Content Workshop - January 8/88 12:30 - 4:30 p.m. ½ day	50.00	
	Content Workshop - January 15/88 12:30 - 4:30 p.m. ½ day	150.00	
	Content Workshop - January 22/88 12:30 - 4:30 p.m. ½ day	50.00	
		$1400.00	
			$ 4269.96

8-292

REGISTRATION

[illegible] SELLING - COURSE FOR TRAINERS

[illegible]TEMBER 28th. & 29th. 1987

[illegible]: Nadia Preyma
by Sept. 18, 1987
Rockwood ERC

[illegible]: ______________________________

[illegible]: ______________________________

[illegible] require a substitute please indicate [illegible] dates.

[illegible]stitute required for:

September 28 A.M. ________
P.M ________

September 29 A.M. ________
P.M. ________

APPENDIX A

PEER COUNSELLING
COURSE FOR TRAINERS

PART I

Intensive Phase

Experiential workshop in a residential setting. Hands-on experience with the strategies, activities and dynamics involved in training peer counsellors.

DATES:	September 28 and 29, 1987 Monday 9:00 a.m. to Tuesday inclusive 4:00 p.m.
LOCATION:	St. Benedict's Educational Centre 225 Masters Avenue West St. Paul
FACILITATORS:	Nettie Harland Nadia Preyma
RESOURCE PEOPLE:	Nadia Preyma, Nettie Harland, Herb Tozeland, Brian Dixon, Sylvia Willis, Adrian Challis, Judith Hale, Sharon Pekrul, Laurianne Ring, and Pat Cole.

Appendix B

PEER COUNSELLING COURSE FOR TRAINERS

RESIDENTIAL PHASE

September 28,29,1988

St. Benedict's Educational Centre

PARTICIPANTS

Myra Laramee	Argyle
Randy Shrofel	Cecil Rhodes
Pamela Permack	Earl Grey
Fraser Arnold	Elmwood
Chris Krucko	Hugh John Macdonald
Jeanne Pauls	Isaac Newton
Bob Koshowski	Isaac Newton
Pat Lecuyer	Mulvey
Donna Miller	Sisler
Syndney Smallwood	Sisler
Ross Stewart	Strathcona
Ron Lukie	Shaughnessy Park
Sherry Anderson	Tec-Voc
Donna Mills	Marymound
Francis Usunier	Marymound
Judy Tozeland	Child Guidance Clinic
Susan Phillips	Selkirk
Esme Scarlet	Seine River
Heather Emberley	Glenlawn

RESOURCE PERSONS

Nettie Harland	Hugh John Macdonald
Brian Marks	Hugh John Macdonald
Nadia Preyma	Rockwood ERC
Sylvia Willis	Grant Park High
Adrian Challis	Argyle
Pat Cole	Selkirk
Laurienne Ring	Klinic Community Health Centre
Herb Tozeland	Child Guidance Clinic

Appendix C

PEER COUNSELLING FOLLOW-UP SESSION

Annex, Administration Bldg.
December 9, 1988

PARTICIPANTS

Randy Shrofel	Cecil Rhodes
Pamela Permack	Earl Grey
Fraser Arnold	Elmwood High
Chris Krucko	Hugh John Macdonald
Brian Marks	Hugh John Macdonald
Jeanne Pauls	Isaac Newton
Bob Koshowski	Isaac Newton
Pat Lecuyer	Mulvey
Donna Miller	Sisler High
Sherry Anderson	Tec-Voc.
Donna Mills	Marymound
Judy Tozeland	Child Guidance Clinic
Pat Cole	Selkirk
Esme Scarlet	Seine River

RESOURCE PERSONS

Herb Tozeland	Child Guidance Clinic
Nettie Harland	Hugh John Macdonald
Glenda Russell	Assiniboine South
Nadia Preyma	Rockwood ERC

Appendix D

FOLLOW-UP CONTENT WORKSHOPS

LIST OF PARTICIPANTS

SCHOOL	NAME	Jan. 8 12:30-4:00	Jan. 12 12:30-4:00	Jan. 22 12:30-4:00
Argyle	Myra Laramee	x	x	A
Cecil Rhodes	Randy Shrofel	x	A	A
Earl Grey	Pamela Permack	A	x	x
Elmwood	Fraser Arnold	x	x	x
Hugh John Macdonald	Nettie Harland	x	x	x
	Brian Marks	x	A	x
	Chris Krucko	x	x	x
Isaac Newton	Jeanne Pauls	x	x	x
	Bob Koshowski	x	x	x
Mulvey	Pat Lecuyer	x	x	x
Shaughnessy Park	Ron Lukie	x	A	A
Sisler	Donna Miller	A	x	x
	Sydney Smallwood	x	A	A
Strathcona	Ross Stewart	x	A	A
Tec. Voc.	Sherry Anderson	x	A	A
Marymound	Donna Mills	x	x	x
Child Guidance Clinic	Judy Tozeland	A	x	A
Selkirk	Pat Cole	x	A	x
Seine River	Esme Scarlett	x	x	x
Rockwood ERC	Nadia Preyma	x	x	x
		17	13	13

Appendix E

SUMMARY OF PARTICIPANTS' FEEDBACK

PEER COUNSELLING

TRAINING PROGRAM FOR COUNSELLORS

PART I

September 28 and 29, 1987

PLEASE CIRCLE THE NUMBER THAT MOST CLOSELY REPRESENTS YOUR FEELINGS.

1. Did the content of the session meet your expectations?

5 4 3 2 1
Yes definitely Moderately Not at all
9 1 2

2. Was the content appropriate for the topic under discussion?

5 4 3 2 1
Yes definitely Moderately Not at all
8 2 1 1

3. If materials were given out, did you find them useful?

5 4 3 2 1
Yes definitely Moderately Not at all
10 2

4. Did the presentation hold your attention and interest?

5 4 3 2 1
Yes definitely Moderately Not at all
5 2 3 1

5. Was the information relevant to your work?

5 4 3 2 1
Yes definitely Moderately Not at all
10 1 1

6. Overall, how would you rate this workshop?

5 4 3 2 1
Excellent Moderately useful Of no value
10 1 1

7. What was the most valuable aspect of this training for you?

COMMENTS: All comments from participants are included.

- The most valuable aspect for me was the presentation experience, and the feedback from the other participants at the conclusion. The positive aspects seemed to be at the forefront and the things that need work were seen as constructive and obvious, and thus more likely to follow through and result in change. I feel it is crucial the participants accept and acknowledge their errors as pointed out by others for constructive change to take place.

- The presentations and learning from them. The closeness developed in our particular group. Left the workshop with new friends, new resource contacts and new ways of structuring particular lessons. Enjoyed the many resource people coming in and looking forward to the next group.

- Review of counselling skills. The ideas shared for application in class work, insights into strengths and weaknesses of various techniques and deliveries.

- Finding out information regarding peer counselling. The support personnel were great and the topics were all appropriate.

- Making contact with other people who are attempting peer helping programs.

- Practising groups.

- Gave me a basic understanding of the process used in Peer Counselling. Taught me to take more care in listening, talking and planning activities.

- Constructive criticism of the group exercises and the individual debriefings.

- Meeting other people interested in peer counselling. Thank you for daring to be different.

8. What could have made this training more effective?

COMMENTS: All comments from participants are included.

- This would have been more effective from my view if:
  1) more specific activities on trust and safety were given
  2) the panel could be at the end of the exercise sessions
  3) the role of debriefer was made clear, and what to expect from them in terms of constructive feedback re technique etc., thus we would have been more aware and learned by their modelling the technique. (Evaluating is easy . . . constructive evaluating to encourage change is not in terms of being beneficial to the helpee).

- A step by step visual representation of the concept of debriefing. Too long - needed more organization re finishing up (began to wear on me by Tuesday 3:45).

- Not sure the effect of the panel presentation - possible more concrete examples and panel later in the two day sessions. Less time taken on some of the debriefing parts did seem to be dragged out for fear of having missed someone's comments. Possible check out - "Should we move on?"

- It was good, however, I did feel rushed most of the time. Also felt that there was a bit too much information to "consume" in the two days. I felt the first night went a bit late as well. I feel that I didn't have enough time to meet and discuss the other participants, and I feel I could have learned alot from them.

- Much more specific information to help us get started. Sharing with other people who are working at our school levels.

- Debriefing - explained more.

- An additional component of speaking about what is effective with the kids, roadblocks to watch for and more structured instruction on debriefing and its purpose. Perhaps less time on the panel.

9. What follow-up sessions would you like to have offered?

COMMENTS: All comments from participants are included.

- All those things brainstormed in the last sessions.
- Has been done.
- Looking at one unit - breaking down components of single class presentations - time lines that have worked for others.
- Continuation of process in whatever form it takes.
- I would appreciate sessions on choosing Peer Counsellors and matching them with clients.

APPENDIX F

Peer Counselling Trainers' Course
September 28th. & 29th., 1987
Winnipeg School Division #1
St. Benedict's Educational Center

AGENDA

Monday, September 28, 1987

8:30 Registration

9:00 Welcome and Introduction - Nadia Preyma

Greetings from Manitoba Education - Suni Matthews

Workshop Over-view

Ice-breaker

Expectations - group sharing

10:15 - 10:30 COFFEE BREAK

Principles of Peer Counselling

- historical perspective
- underlying beliefs, knowledge, skills, awareness
- application to school

Training Exercise

Demonstration

Diods

Debriefing

12:00 LUNCH

...../2

1:00 p.m.	Unfinished business/temperature check
1:15 p.m.	Program Implementation
	Panel Discussion
	Discussion & Questions
2:30 p.m.	COFFEE BREAK
2:45 p.m.	Introduction of Group Presentations
	Demonstration of Presentation
	- lesson plan - introduction of skills - exercise
	Debriefing
	Sign-up
4:00-7:00	Preparation and Free time
5:00 p.m.	DINNER
7:00 p.m.	Presentation - Group I
	training - 30 minutes presenters debriefing - 15 minutes group debriefing - 15 minutes
8:00 p.m.	COFFEE
8:15 p.m.	Presentation - Group II
	training - 30 minutes presenters debriefing - 15 minutes group debriefing - 15 minutes
9:15 p.m.	Guided Imagery
	CLOSURE

Tuesday, September 29, 1987

8:45 UNFINISHED BUSINESS/TEMPERATURE CHECK

9:00 Presentation - Group III

training - 30 minutes
trainers debriefing - 15 minutes
group debriefing - 15 minutes

10:00 COFFEE BREAK

10:15 Presentation - Group IV

training - 30 minutes
trainers debriefing - 15 minutes
group debriefing - 15 minutes

11:15 COFFEE BREAK

11:30 Presentation - Group V - both groups together

training - 30 minutes
trainers debriefing - 15 minutes
group debriefing - 15 minutes

12:30 LUNCH

1:30 TEMPERATURE CHECK

1:50 Small group discussion:

- what worked well and was helpful?
- what needs to addressed or is unanswered.

2:30 COFFEE

2:45 Small group feedback to large group.

cont'd.....

3:15 Content Workshops - new directions for follow-up session
- participants identify and choose topics for presentations

3:30 Peer Counselling Network

Where are we going?

-logistics of follow-up sessions - dates, times, places and presenters

3:45 Closure Circle - Feedback, evaluation:

-what have you appreciated about these two days?
-acknowledging each other.

Evaluation - sheets
Log -
Manual - encourage sharing of resources and activities

4:30 Adjournment

Appendix G

PEER COUNSELLING TRAINING COURSE

DAY 3 - DEC. 9th., 1987

9:00 Warm-Up

9:10 Opening Circle
"Where Are You in your program?"

10:00 Debriefing

10:15 Coffee

10:30 Special Interest Groups
Elementary - Nadia, Glenda, Pat
Junior - Herb, Brian, Sharon
Senior - Nettie

11:40 Content Workshops
- outlining process
- sign up for topics 2-5 people
  dates, lesson plan, bibliography, resources

12:00 Noon/Lunch

1:00 Guided Imagery - Herb

2:30 Coffee

3:00 Debriefing by observers

3:30 Debrief the day

September 28, 29, 1987

APPENDIX H

FEEDBACK FROM GROUPS A AND B ON:

1) What worked well?

2) What changes should be made?

GOALS AND EXPECTATIONS GROUP A

- familiar with instructional method - comfortable
- how to set up a program (give me a recipe)
- enough familiarity and comfort with concept to do a sell job on other staff
- to "do counselling"
- expected to be "sold" on concept - ("convince me")
- expected to make contact with people who could help me set up
- applications

A.M.

- time went quickly
- temperature check and names were worthwhile and comfortable
- "getting to know" was too long, should come naturally with our background
- some written condensation of principles, positive effects of Peer Counselling programs

REFLECTIVE LISTENING

- very good - highlighted that skill
- set tone of exercises that followed
- modelled and then a chance to do it for yourself

...../2

P.M. PANEL DISCUSSION

- helpful - liked the list of program elements
- highlighted variety of programs
- after lunch was poor timing - could be moved to later
- needed something with more involvement
- time for in-depth

EVENING

Presentation Format

- role of debriefer unclear
- expectations were unclear about how much and what to cover
- more structure
- who were we instructing?
- perhaps a handout on debriefing
- learning through experience worked
- very relevant
- refreshed mind if familiar
- panel could have gone in later to break the presentations up a bit
- application of lessons
- effort was made to go deeply into each exercise "squeezing"
- vocabulary has negative connotations for some people
- technique is important not name

DEBRIEFING (as a presenter)

- will make changes as a result - awareness; helpful
- more on debriefing process
- appreciated debriefing from "class" and almost always postive; negatives were appreciated

SKILL BUILDING - OCTOBER 28th. 7:30-9:00

Debriefing

Specifics of Program (Elementary, Junior Senior)

Consequence of Peer Counselling in School - outcome statements

Defining and Establishing support system in and out of school

Names and addresses

Times - 12:00 - 5:00 p.m.
November - all day

Content/Issue Workshops

presenter:
explore issue
develop skills

Topics

- adolescent sexuality
- abuse
- date rape
- native child in school/Child Care System
- eating disorders
- teenage depression and suicide
- loss grieving
- change - process
- substance abuse
- teenage parenthood/pregnancies

...../4

GROUP PRESENTATIONS: (Group B)

- liked doing them; practical part very good, real learning process going on
- liked real RISK-TAKING going on - felt sense of closeness
- size of small group (13) was good - felt manageable
- content was relevant
- 2 groups things moved twice as fast
- feel process hasn't ended
- debriefing (see changes)

CHANGES:

- some time needed to deal with specifics - how do you include your staff
- needed contact time with others to see how they began program
- this could be done in next sessions (soon)
- need to be clear on 'process of debriefing' - are we to think of ourselves as debriefers with kids or adults
- EXPLAIN DEBRIEFING - provide something written (visual)
- bring back people to an even keel

WHAT WAS HELPFUL?

What should we change?
How should we change it?

Monday A.M.

- liked icebreaker
- group sharing - good
- diversity of group - good
- historical background - good
- Nadia's/Suni's involvement was very positive
- very good demonstration of reflective listening - Brian & Laurienne
- appreciated having experiential input
- coffee breaks needed - good timing

Monday A.M. - Changes
- No Changes

...../5

Monday P.M.

- panel discussion
- we seemed to get stuck in certain places
- timing of this - was it done too soon in session?
- felt there wasn't anyone representing elementary
- fact that program is applied in different settings and it's working

Guided Imagery - super, excellent
Raindrops - relaxation, beautiful

Changes:

- would like active participation
- specific consequences of program need to be addressed
- how do you get support staff to help?
- maybe do this in smaller groups
- identification of mainstream (panel describe their setting)

/cjw

PEER MEDIATION

ARGYLE HIGH SCHOOL

THE WINNIPEG SCHOOL DIVISION NO. 1
Superintendent's Department

COMPENSATORY SUPPORT PROGRAM

PEER MEDIATION TRAINING PROGRAM
ARGYLE HIGH SCHOOL

Argyle's Leadership Retreat was held on November 3 and 4, 1987 at Camp Assiniboia. Of the sixteen students who took part, fifteen completed and handed in an evaluation. (See attached copy of evaluation.)

Question	**Responses**			
1.	1	2(2)	3(3)	4(10)
	Very little			**Very much**
2.	1	2(2)	3(9)	4(4)
3.	1(3)	2(3)	3(8)	4(1)

4. a) More role plays (4)
More free time (3)
No response (8)

b) Role plays are more interesting than sitting and listening (1)
No response (14)

5. a) Too much communication skill (2)
No response (13).

b) Communication skills involved too much sitting and listening (1).
No response (14).

6. " It was fun."
" I learned a lot about solving arguments."
" I would like to take more courses like this."
" The food was great."

My personal observations led me to conclude that the retreat was a success. The students took part in the sessions with great interest and enthusiasm. Not one student missed even a single session in the two days. For Argyle students participation is a good indicator of the interest level and appropriatness of an activity. Since returning to Argyle I have had several students come to me seeking mediation as a means of resolving a conflict.

There are some outcomes of the workshop that we have not seen materialize. We had hoped that students involved in the retreat would become more involved in helping their peers resolve conflicts. From personal observation as well as talking to students who participated, I do not believe this is happening. Reflecting on the reasons why not, I believe that an ongoing training would be necessary before students would feel confident enough to get involved with conflict involving their peers.

In conclusioon I would like to add that the camp director personally informed me that the Argyle students are consistently the most polite, and co-operative group to use the camp. I believe this is indicative of the degree to which the students appreciate such an outing.

ARGYLE PEER MEDIATION EVALUATION

1. To what extent do you believe the mediation retreat helped you to develop your conflict resolution skills?

1 2 3 4

Very little Very much

2. To what extent do you believe the mediation retreat will help you to work with other students in the school?

1 2 3 4

Very little Very much

3. To what extent do you believe the mediation retreat will help you to be an effective mediator working with students ?

1 2 3 4

Very little Very much

4. a) Which sessions should be included in next year's retreat?

____

____

b) Please give the reasons why they should be repeated.

____

____

5. a) Which sessions should not be included in next year's retreat?

____

____

b) Please give the reasons why they should not be repeated.

____

____

6. Do you have any other comments you wish to make regarding the mediation retreat?

____

____

____

____

____

____

Thank you again for helping us to evaluate and improve our mediation retreat.

INNER CITY CONFERENCE

8-317

"JUST THE SAME .... ONLY DIFFERENT"

A NATIONAL CONFERENCE ON INNER CITY EDUCATION

A NATIONAL CONFERENCE ON INNER CITY EDUCATION
Toronto, Ontario
Nov. 22, 23, & 24, 1987

... a report to the Winnipeg School Board.

To: The Chairperson and Members
Winnipeg Public School Board

The Canadian Council of Inner City Education's 1987 was held in Toronto on November 22 to 24th this year. The conference theme was "Just the Same ... Only Different". Penny Moss, former chairperson of the Toronto School Board explained that theme:

> **"What is effective for poor children is what is effective for all children. One difference though, is that the success of the poor children is more likely to depend on their school experience while the success of middle class children can often be in spite of it."**

Keynote speakers and session presenters identified a number of issues which are of critical importance to inner city school programming. As follows:

1. **School interventions designed to raise student achievement are best focused on the most critical stage of children's development, the early years.**
2. Inner city schools must have at the core of every activity and program the central and fundamental importance of language development through language use.
3. Learning should be interactive, cooperative and should promote the development of thinking skills.
4. Inner City schools must consciously set out to achieve a school climate which provides a calm stable atmosphere.
5. Education in the arts is essential. Rather than viewing the arts as a frill, taking time from basic subjects, the arts should be viewed as a key to understanding and as a vital element in a full education.
6. Policies affecting schools are only effective if there is a conscious will and a practical strategy to implement those policies.
7. **The Toronto Board has had significant success in raising the achievement of inner city students by designating "project schools" which receive additional staff resources for professional development work. School improvement efforts are locally planned and implemented, keeping in mind the Board's policies. Whole school language development programming and community involvement are key features of project schools.**

What follows in this report is a brief summary of two keynote speakers and an elaboration of some of the sub themes noted above in the form of summaries of key sessions dealing with early childhood education, poverty programs and effective schools.

OPENING ADDRESS .... "PAST IMPERFECT-FUTURE CONDITIONAL"
Penny Moss, Former Chair, Toronto Board of Education

Ms. Moss began her talk with a crictical examination of the special focus on inner city education in Toronto and why it is necessary. By citing current statistical data showing a world-wide as well as nation-wide increase in poverty, she concluded that, for her, it is a moral question. She feels there must be equal educational opportunity for every child age 6-16.

Ms. Moss stressed that inner city education must be approached with caution. It should not consist of "bits and pieces" of programs, but rather the concept must be firmly embedded in educational policy. To her, "... inner city education consists of a cluster of beliefs, policies, and practices of educating poor students that provide equal educational outcomes, not equal education."

[illegible] spoke of the high priority of language teaching [illegible] to insure student access to an info-sharing [illegible] ation must be school-based but with the involvement of [illegible] In evaluation, Ms. Moss pointed out a number of areas where the [illegible] could have been improved during her direct involvement.

She feels that there was an over-abundance of policies without adequate implementation. Frequently the policies were inacted to reflect a specific concern and resulted in inequalities such as the Heritage language programs being held outside the school day at the K-8 level, but being offered for credit within the school day at the 9-12 level. A second example cited was the mainstreaming of elementary special education students while the students were segregated at the secondary level.

Ms. Moss concluded with the statement that "...maintainence must not take precedence over innovation and people involvement in the educational system."

LANGUAGE, ARTS, AND LANGUAGE ARTS

Dr. Ernest Boyer, president, Carnagie Foundation

former Commissioner of Education, USA

Urban education is a dual problem in Canada and the USA. The advantaged schools are better in both nations while drop-out rates increase alarmingly in the poorer urban school. (50% drop-out rate in poorer Chicago secondary schools.)

Poverty and schooling are inter-related with the effects of poverty reaching to the pre-natal stage of the child. This necessitates a thrust in these schools toward health and wellness as a curricular expectation.

Language must be the focus of the early years. The battle for academic success is won or lost in the early years through language. Language begins in utero. The unborn monitors the mother's voice and loud noises. The only totally formed bones at birth are the three bones of the inner ear... the medium through which learning takes place.

[illegible] that are linguistically impoverished must be accessed by pre-school education [illegible] and the system. Create a basic school K-4 [illegible] would leave linguistically empowered. The fullest insights to language are [illegible] experienced in the arts so more dance, drawing, painting, music in this [illegible] school model. In these new schools, eliminate grades and broaden the [illegible] of potential. Take the class size to 1/15.

EFFECTIVE SCHOOLS RESEARCH AND THE TORONTO PROJECT SCHOOLS

Margaret Evans, School Superintendent
Dorothy Gossling, Principal, Lord Dufferin School
Margaret MacIntosh, School - Community Advisor
Iris Zammit, Teacher, Lord Dufferin

In two sessions, these educators outlined the educational literature and research as it applies to effective schools as well as the Toronto plan begun in 1975 to improve instruction for students in the less-affluent Toronto schools. Margaret Evans outlined 12 factors that, for her, make effective schools:

1. purposeful principal leadership as instructional head, rather than as building manager.
2. active involvement of the deputy head or vice-principal.
3. involvement of teaching staff in curriculum planning and decisions on spending.
4. consistency among teachers ...approaches, guidelines, understanding, etc.
5. a structured school day but with some flexibility... proper planning using of child psychology, appropriate paper tasks, chalkboard assignments, teaming and grouping of students, etc.
6. intellectually challenging teaching with visable teacher enthusiasm.
7. a work-centered environment with children at task, noise low, and class movement controlled.
8. a limited focus within lessons... one or two areas or subjects running concurrently to focus energy and provide collaborative opportunities for children.

9. maximum communication between teacher and student... whole class management techniques are most effective.
10. thorough record keeping ... teacher and student both understand the system.
11. parental involvement... an essential link between home and school ... open classroom doors.
12. a positive climate ... atmosphere is calm, unhurried, relaxed... fair and equitable management strategies.

In the nine project schools, there is local autonomy in many educational matters. The policies are central, but the procedures adapt to local needs. The leaving patterns of students in the inner city caused concern at a board level and in the mid '70's Dundas was chosen as the first project school. Three extra teachers were appointed to the staff to provide the flexibility to address problems perceived by the staff. This is still essential inervention when the Toronto Board establishes another project school.

While each of the project schools functions differently according to staff perceptions of needs, community input, etc., there are four general areas of intervention, programs, student outcomes, teacher practices and procedures, and home-school links. The programs become more language centered with much oral reading and daily writing. Student attendance, referrals, suspensions, and placements are scrutinized and carefully monitored. Changes in teacher practices and procedures are accomplished through inservicing, mostly at the local level. In the area of parent involvement, each family is visited and takes part in a structured interview with school-based personnel to determine parental perceptions of strengths, weaknesses, and areas for improvement in the local school. As well, parent volunteers and community activities are fostered in the school. The school-community advisor is a trained teacher who works part time in a number of schools and co-ordinates data gathering, volunteers, etc.

WHAT CAN EARLY CHILDHOOD DO FOR THE INNER CITY SCHOOL

Margaret Deeth
Coordinator Of Early Childhood

- Works with Grade 1, Junior Kindergarten and Senior Kindergarten, Day Care, Parent Child Center.
- Emphasized the importance of language development and parental involvement.
- Innovative curriculum based on children's needs.
- No testing of children in Junior Kindergarten and Senior Kindergarten.
- Teacher aides in Junior Kindergarten after 15, Senior Kindergarten after 17 children.
- Strong early childhood philosophy where play is recognized as the way children learn.

PARENTING PROGRAMS FOR INNER CITY

Mary Gordon

- Toronto Board began parent-child centers 6 years ago as a way to encourage parental involvement at a preschool level.
- Each center has a parent worker.
- Center reports to the principal in the school.
- 23 situated throughout inner city.
- Stressed the positive effects of parents entering school before the child enters.
- Parents have input into program.
- Each center develops in its own way meeting needs of parents.

THE POLITICS OF THE INNER CITY

Irene Atkinson - Trustee, Toronto Board of Education
Fran Endicott - Trustee, Toronto Board of Education
Pam McConnell - Trustee, Toronto Board of Education

- Politics of society ensures a child's education
- Toronto School Board has three categories of inner city schools, designated through the inner city formula. The formula provides additional resources to designated schools.
- Toronto School Board has mechanisms in place at the elementary level to provide successful interventions not provided at the secondary level.
- In 1987 the Inner City Formula provided 65 additional teachers. An additional 39 teaching positions were provided by a decision of the Board of Trustees.
- 50 percent of teachers are assigned Class I inner city schools (highest need school).
- The difficulty for the Trustees in a large system such as Toronto is to maintain a commitment for additional funds for inner city. The Trustees have to lobby other Trustees and Provincial Government for increased resources.

THE ACADEMICALLY SUCCESSFUL INNER CITY CHILD

Glenys McCreath - Teacher
Dr. Suzanne Ziegler - Research Manager, Toronto Board of Trustees

- A group of 30 grade 5-8 students who were successful in school were studied to determine those factors that contributed to their success. The characteristics of the students were:

  i) the students said they worked hard
  ii) the students asked for help on a regular basis and were resourceful finding the help
  iii) the students practiced and took on extra work voluntarily
  iv) the students read a lot
  v) the students viewed school as a place to learn
  vi) the students had role models from home they learned
  vii) the students had a vision/goal for themselves in the future.

  In the study it appeared as though the factors of being motivated and consistent were more significant than whether a child was bright.

- The parents of successful children valued education highly and wanted success for their children. They were supportive of teachers, homework and helped their children when they could.
- Parents of unsuccessful children also had high expectations of their children, but the difference was that they did not have contact with the school and teachers.
- The study suggested some classroom approaches for those students who were not successful and stressed that parents should have an opportunity to work with children at home.

In closing, we would like to thank the Board for its support in sending a delegation of teachers and administrators to the conference. We all learned a great deal which we have already put to work to the benefit of our own students.

A tape of the speech given by Dr. Boyer is available. We would be very pleased to discuss the conference and the information derived from it with any staff member who are interested.

Respectfully Submitted by Brian O'Leary

on behalf of Pauline Clarke
Angele Gagnon
Joan Morash
Jeanette Neil
Sharron Olson
Donna Paschuk
Jim Patterson
Janice Phillips

PRAIRIE THEATRE EXCHANGE

- SECONDARY

COMPENSATORY SUPPORT PROGRAM - SPECIAL PROJECTS

PRAIRIE THEATRE EXCHANGE

"TALK TO ME, TALK TO ME"

Amount allocated by Compensatory Support Program	$1800.00
Expenditures:	
Gordon Bell High School	700.00
Daniel McIntyre Collegiate Institute	700.00
Churchill High School	400.00
Total Expenditures	$1800.00

PROFESSIONAL DEVELOPMENT FOR STAFF

8–325

Hugh John Macdonald School

567 Bannatyne Avenue
Winnipeg, Manitoba
R3A 0G8

Phone 786-5631

R.M. Wilkes
Principal
E.M. Oliver
Vice-Principal

DATE: April 6, 1988

TO : Ms. J. Schubert
Assistant Superintendent Secondary Schools

FROM: E. Oliver, Vice-Principal

RE : Staff Development for Effective Communication and Decision-Making in a Multicultural School Context

Attached please find final report and financial statement for compensatory special projects.

JS:cm

attach.

Winnipeg School Division No. 1
RECEIVED
APR 7 1988
SUPERINTENDENT'S DEPT.

FINAL REPORT

Staff Development for Effective Communication and Decision Making in a Multicultural School Context.

Our specific objectives for the February 15, 16 retreat at Gimli focused on three main areas.

(1) to develop a communication network within the school that will promote effective relationships between classroom teachers, support personnel and administration
(2) to develop the organizational model designed to strengthen grade level teams
(3) to develop a school wide approach to school appropriate behaviour, attitude and student expectations that is consistent, clear and in keeping with a Middle Years Approach.

We began our staff development process on December 11, 1987 an inservice day at Hugh John Macdonald School. With the help of outside facilitators, we reviewed existing policy and procedures related to student behaviour. Working in extended teams (grade level teams plus resource, guidance, administration) staff made a good beginning in communicating with, and strengthening teams as well as clarifying existing policy.

After the inservice staff spent time in their team meetings identifying formal and informal policy as well as negotiable and non negotiable behaviours.

The retreat on February 15, 16 at Gimli focused on the next step in the process in strengthening communications, team development and developing appropriate guidelines to student appropriate behaviour.

Extended teams listed and priorized non negotiable behaviours and identified staff and administration responsibilities in dealing with behaviours.

Staff then spent time brainstorming ideas that would set a positive school climate and cultivate student respect and responsibility. These ideas were then priorized.

The Myers Briggs was given to any staff member who had not previously done the inventory. We spent time becoming familiar with our personality types and learning styles. This was then extended to thinking about the different types of students within our classroom and the environment they require for optimal learning. This area is one that will require further development.

At the school level, we are continuing the workshops process to obtain our objectives. Many ideas suggested for developing positive school climate have been instituted. During the next two months staff will be working to finalize student expectations and consequences This will then will become Hugh John Macdonald School policy.

Staff felt that the retreat setting at Gimli greatly facilitated staff cohesiveness and communication. There was a high degress of interaction in both formal and informal sessions.

EO:cm

8–327

Hugh John Macdonald School

567 Bannatyne Avenue
Winnipeg, Manitoba
R3A 0G8

Phone: 786-5631

R.M. Wilkes
Principal
E.M. Oliver
Vice-Principal

RE: GIMLI INSERVICE/WORKSHOP - February 15th. & 16th., 1988

Total cost as per invoice #L-092:	$2,329.39	
Staff share of inservice cost:		$ 495.00
Reimbursement from Compensatory Grant:		$1,500.00
Amount paid by Hugh John Macdonald:		$ 334.39
		$2,329.39

/cjw

COUNSELLING FOR THE MULTICULTURAL REALITY

NATIVE PERSPECTIVES

8-329

The Winnipeg School Division No. 1

FINAL REPORT
OF
COUNSELLING FOR THE MULTICULTURAL REALITY
NATIVE PERSPECTIVES

April, 1988

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COUNSELLING FOR THE MULTICULTURAL REALITY

NATIVE PERSPECTIVES

INTRODUCTION

The Winnipeg School Division No. 1 has a policy of multiculturalism which commits itself to providing inservice programs to assist staff in addressing the multiculturalism needs of students. An intensive training program designed for counsellors, ESL teachers and related school personnel engaged in providing educational and counselling programs and services within the diverse ethnocultural school communities was carried out during 1985-87 through funding provided by compensatory programs, Manitoba Education.

It was recommended that a similar program be designed to address the needs of staff who were working in schools with a large component of Native students.

A specific training program was carried out between September 1987 and January 1988 which focused on the Native Perspectives of the Counselling for the Multicultural Reality project. It was designed to heighten the awareness of school personnel about current issues in the Native community as well as to increase skills of individuals working with Native students. It was necessary to address the subject of counselling Native students specifically for a variety of reasons:

- University counsellor/teacher training programs in Manitoba do not offer a compulsory Native Awareness course.
- Teachers and counsellors require an orientation to the culture and value system of Native people in order to work effectively with students and their families.
- There is a demand from practitioners for specialized training for those who work within school settings with a high component of students from a Native background.
- The needs of staff related to Native perspectives could not be addressed in the original multicultural counselling training program.

Thus, a separate training program focusing on Native issues was designed.

TRAINING PROGRAM BACKGROUND

An intensive thirty-hour program was carried out to help counsellors and teachers to meet more effectively the needs of students from Native backgrounds. The general purposes of the program were:

- to upgrade awareness, knowledge and skills of personnel working with students from a Native cultural heritage.
- to improve the delivery of educational and support services to Native students and their families.
- to encourage advocacy on behalf of Native students' needs.

The specific objectives of the course were:

- to provide knowledge and insights about the socio-political context of Native issues in Canadian society today.
- to provide information about the cultural values of Native peoples in order to create an awareness of and sensitivity to cultural differences and similarities.
- to heighten awareness of the specific issues, problems and concerns between the Native student, family and community and the school system, i.e., urbanization; poverty cycles; attitudes and perceptions; legislative conflicts, etc.
- to become familiar with resources available to assist school personnel to meet the needs of Native students; i.e., Native agencies, special programs, resource persons.
- to broaden the skills of school personnel in relating to Native students.

COMPONENTS OF THE TRAINING

PHASE I - Setting the Stage - Socio-political Context of Aboriginal Rights

This aspect of the training was held in the Conference Room, Multiculture Education Resource Centre, Main Floor Library, Manitoba Education, 1181 Portage Avenue, on September 17 and 18, 1987 from 8:30 a.m. to 4:00 p.m. daily. The workshop was facilitated by Dr. Neil McDonald, a cross-cultural specialist and professor, Faculty of Education, University of Manitoba.

The information focused on the following topics:

- Knowledge about the socio-political context of aboriginal issues and rights in Canadian society with a special focus on issues affecting aboriginal people in Manitoba.
- Information about the cultural traditions, practices and lifestyles of aboriginal people.
- Education and schooling in the aboriginal community in the past and its impact on attitudes today.
- Characteristics of the successful counsellor for aboriginal peoples.
- Prejudice and discrimination.

PHASE II - Improving Skills and Strategies in Working with the Aboriginal Student and Family

This aspect of the training was held in the Multi-Purpose Room, Elmwood High School on October 7 and 21, 1987 from 8:30 a.m. to 4:00 p.m. daily. The workshops were conducted by Eileen Fitzner, a cross-cultural trainer and counsellor from the University of Manitoba, Access Program.

This experiential phase of the training was designed:

- to help counsellors and teachers to understand how their own cultural frame of reference and style of communicating impact upon others.
- to improve skills and strategies in working with the aboriginal student and his/her family.

The major topics covered through a combination of lecture and small group practice sessions were:

- The Cultural Frame of Reference - Differences and Impact on Communication

  Participants examined their own personal "frame of reference" which includes educational background, race, sex, where the person grew up, what his/her parents were like, attitudes, personality, all past experiences. People's frame of reference is not identical - thus we must take into account the probability that people will encounter difficulties in communicating. The understanding of a person's cultural background or frame of reference is an important skill for a counsellor and teacher.

- Culture - Its Influence on Counselling Styles: Exploring Values and Communication Styles

  An examination and comparison of western values and aboriginal values was presented specifically in such aspects as: individual versus family, acceptance of others, social relations, progress versus fate, time. Practical strategies for improving intercultural transactions were given.

- Cross-Cultural Adjustment Process: Identifying Issues in Crossing Over to 'Something New'.

  Practical guidelines for easing culture shock were discussed as well as the important positive and negative elements that have an impact on effective communication when working with students and their families in a cross-cultural adjustment period.

- Cross-Cultural Counselling Strategies and Techniques.

  Essential skills and understanding needed by individuals in their work with people from differing cultural backgrounds were examined and demonstrated. Strategies for improving intercultural transactions were presented.

  The facilitator drew upon her own personal and professional experience as a counsellor with Native people to highlight many of the foregoing cross-cultural counselling principles and skills.

  In addition to the hands-on "experiential" aspect of the training, participants received an extensive bibliography and relevant reading material.

PHASE III - Resource Follow-up Sessions

The third phase of the Native Perspectives program, targetted three sessions for acquainting the participants with RESOURCES, both human and material.

Each session presented a carefully selected panel of resource people. They represented four levels of support available to the Native community and educational system: federal, provincial, municipal, and Native organizations/agencies.

The meetings occurred from 4:00 p.m. to 6:00 p.m. at the Freight House, an inner-city community centre. Each time a different topic revolving around adjustment issues for Native students was discussed.

The format involved brief presentation by panel guests; followed by questions and answers from the audience. Each session was chaired by the program facilitators, on a rotating basis.

The first session was entitled Preparing the Student for the Public School Experience. Its main focus was the practices, procedures, and needs of orienting Native students to the school system. Guest panelists were Flora Zaharia, Lyle Longclaws, Len Mariash, and George Desnomie.

The second session aimed at looking at existing adjustment/integrative supports while the Native student was in school. As well, it searched for the description of how the system prepares the Native student for the world after school. It was based on the theme Preparing School Personnel to Respond to the Student and Family Situation. The panel members included Barb Lavallee, Pat Cohen, Doreen Emms, and Myra Laramee.

The final session addressed the issues of making the linkage for the Native student with the broader community and his/her opportunities beyond the classroom. The theme was Transition for Independent Living and Success. The panel included Verna McKay, Murray Sinclair, Lyle Longclaws, Kathy Mallett, and Dale Missyabit. This seminar was amalgamated with the WTA Freight House meetings.

Although the attendance was low, the quality of presentations were high as was the level of dynamics between the audience and panels. The result was definitely a raised consciousness about the existence of resources and further needs for Native students.

PARTICIPANTS IN THE TRAINING

The course was open to counsellors and other support staff working in schools with a high component of Native students. Due to the nature of the training, the availability of space and the preference of the trainers, the total number of participants had to be restricted to 35.

Schools were encouraged to select a team of two people, a counsellor and a teacher, either a migrancy teacher, resource teacher, alternative programs teacher, etc. A total of 35 staff members attended the intensive phases of the training; were held on Septmber 17, 18, October 7 and 21. There were 16 counsellors and 19 teachers from 19 separate schools. Attendance at the follow-up sessions held after school hours varied.

FUTURE USE/APPLICATION

Based upon the experience of the Counselling for the Multicultural Reality - Native Perspectives Program, several applications are evident:

- This appeared to be an effective model for Staff Development/Inservice Training.
- Another future application highlights the need for continued training in the area

  a) in order to reach more school personnel, as well as

  b) in order to provide more specific training,

  i.e., . teaching strategies
  . cross-cultural awareness
  . teaching/learning styles
  . counselling skills.

- This project will reinforce the Division's emphasis on encouraging more community involvement in schools.
- Through the identification of Native resources and agencies, networks have been established.
- Initiatives in the near future for orientation of Native students and their families to the school system need to be developed.
- Similar initiatives to orientate Native students to the community are also necessary.
- All new staff to the Winnipeg School Division No. 1 could benefit from an Awareness Program to Native heritage, culture and value.

STATEMENT OF EXPENDITURES

Native Perspectives Program

I. **Fee for Service**		$ 1,900.00
. Dr. Neil McDonald September 17 and 18 Workshops	$ 1,000.00	
. Ms. Eileen Fitzner October 7 and 21 Workshops	900.00	
	$ 1,900.00	
II. **Substitutes**		3,800.00
. September 17 and 28 13 teachers - 21 days	2,100.00	
. October 7 8 teachers - 8 days	800.00	
. October 21 9 teachers - 9 days	900.00	
	3,800.00	
III. **Meals/Incidentals**		901.09
. Lunches		
. September 17 - Naleway's	205.98	
. September 18 - Grandma Lee's	205.98	
. October 7 - Grandma Lee's	196.93	
. October 21 - Santa Lucia	149.45	
. Rental Fee (Freight House)	1.00	
. Coffee/Treats	141.75	
	901.09	
	Total	$ 6,601.09